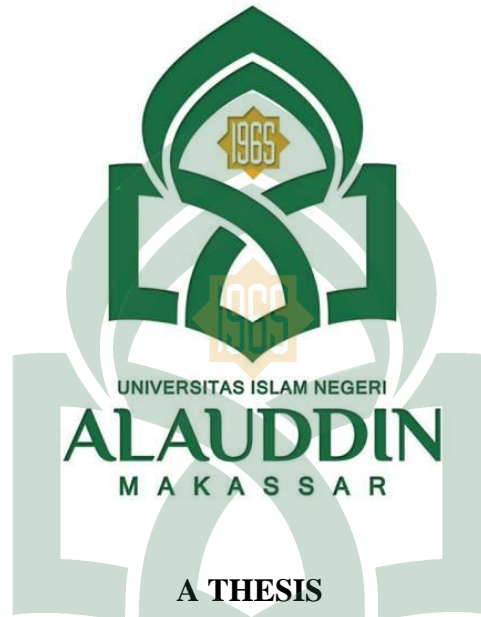


**THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE TO
INCREASE STUDENTS' UNDERSTANDING ON GENRES
(ENGLISH TEXT TYPES) AT THE NINE GRADE OF
SMPN 2 PANGKAJENE**



A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar**

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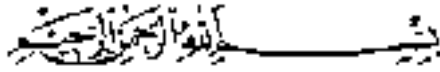
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ABSTRACT

Title : *The Implementation of Mind Mapping Technique to Increase Students' Understanding on Genres (English Text Types) at The Nine Grade of SMPN 2 Pangkajene*
Researcher : Nur Faidah Djahuddin
Reg. No. : 20401110066
Consultant I : Dr. Muhammad Yaumi, M.Hum., M.A.
Consultant II : Dra. St. Nurjannah Yunus Tekeng, M.Ed., M.A.

This research is conducted to the nine grade students of SMP Negeri 2 Pangkajene academic year 2017/2018. The subject of this research consists of twenty eight students; there are eleven males and seventeen females. Most of the students only know the name of the text without being able to mention the kind of generic structure and even the social function of the text cannot be explained by the students. This shows that the level of understanding of the students on the text types is still low. Therefore, the researcher conducts this research to solve the problems. To solve them, the researcher implemented Mind Mapping technique. The objective of this research is to increase students' understanding on genre, procedure and narrative text, at the ninth grade of SMP Negeri 2 Pangkajene by implemented Mind Mapping technique. The instruments are test, questionnaire and observation guidelines. It consisted of two cycles. First cycle consisted of three meetings and second cycle consisted of two meeting. Each cycles have four steps, the steps included plan, action, observation, and reflection. There are four aspects that have analyzed; name of the text, social function of the text, generic structure, and lexicogrammatical features of the text. The result of the research showed that the students' achievement and performance from the first to the second cycle have improved. It can be seen that the improvement of their score from the first untill the second cycle. The mean score of the pre-test is **67,4**, but it has increased to **74,6** at the first cycle and **81,1** at the second cycle. The result of this research showed that the students' understanding on genre increased after the researcher implement Mind Mapping technique. It can be seen from the increasing score of each aspects that the researcher analyzed. Also the students felt happy and enthusiastic learning with Mind Mapping technique.

CHAPTER I

INTRODUCTION

A. Background

Genre is one of the English material that is taught at school. Since the implementation of the 2004 high school curriculum which adopts the competency-based approach, the students are expected to be able to communicate English in several selected texts of different genres.¹ The students do not only learn English through the four language skills; listening, speaking, reading, writing, but also through various genre and their generic characteristics. Genre includes two skills of English; reading and writing. Accordingly, the students are facilitated with knowledge of generic and lexicogrammar features of several text types through which they learn formal characteristics of genres.

The purpose of the inclusion of English into the curriculum in Indonesia is to provide opportunities for learners to use science and technology as well as prepare generations of Indonesia to face global competition.² As Allah Almighty also commands human to study and increase knowledge because Allah will raise the degree of the knowledgeable people, namely in Surat Al-Mujadalah verse 11 which reads:

¹Yenni Rozimela, "The Students' Genre Awareness And Their Reading Comprehension Of Different Text Types", *International Journal of Asian Social Science*, no. 4(2014): h. 460.

²Fahrawaty, "Bahasa Inggris Sebagai Bahasa Internasional dan Pengaruhnya Terhadap Kurikulum Pembelajaran Bahasa Inggris di Indonesia" (Widyaiswara LPMP Provinsi Sulawesi Selatan, 2014), h. 2.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
 أَنْشِزُوا فَانْشِزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا
 تَعْمَلُونَ خَبِيرٌ

“O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.”
 Al Mujadalah (58) : 11.³

Allah Almighty also shows sign of his power by creating the heavens, the earth, the various languages and colors of the skin, as in the Quran Ar Room verse 22 which reads:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ
 لِلْعَالَمِينَ

“And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.”
 Ar Room (30) : 22.⁴

The knowledge referred to Surat Al-Mujadilah verse 11 is not just the knowledge of religion but any knowledge that is useful. Included the knowledge of learning the languages that Allah Almighty has created such as English. English is the official language which used internationally so that knowledge and technology resources use English as the language of instruction to be easily understood throughout the world. So the mastery of English is necessary for the generation of Islam and the achievement of a more advanced Islamic life. At school, much knowledge and skills are given to the student such as genre material. At the end of the course, it is expected that the students are able to comprehend several English texts of different genres, especially the academic ones such as articles and books.

³ Al- Quran, 58:11.

⁴ Al-Quran, 30:22.

Based on the results of the research conducted by Lumapow in North Sulawesi, setting goals, information, as well as a general description in the text form of the report, recount, and descriptive texts belong to the material that is difficult for the most students.⁵ This difficulty happened because students did not really understand the purpose and form of use the text. Likewise with the observations researcher found at SMPN 2 Pangkajene especially in the ninth grade that students still have difficulty to answer and define its objectives or core of the information relating to the genre.

Students in the ninth grade are students who will soon take the final exam and evaluation of the final study, which means that the students in the ninth grade have studied various types of the texts since the seventh grade. So they should be able to answer questions related to the type of text. But the facts found in the field based on observations, it was found that most students only know the name of the text without being able to mention the kind of generic text and even the social function of the text cannot be explained by the students. This shows that the level of understanding of the ninth grade students on the text types is still low. Beside that when the teacher explained the material, the students did not pay attention and they found difficulty to memorize the purpose and language feature English text in different genre.

⁵ Harold Lumapow, "Identifikasi Materi Sulit Ujian Nasional Bahasa Inggris Pada Siswa Jurusan Bahasa", *Jurnal Pendidikan*, (2012): h.61-75.

Realizing the students' problem and difficulties, the researcher needs to develop and to implement a learning process that can solve the students' problem. The learning process should be able to help the students to remember and comprehend easily what is the students' difficulties in understanding on genre. The appropriate technique to overcome this problem is by using mind mapping technique.

Mind mapping was introduced by Tony Buzan, a British psychologist. Mind mapping is often applied in the field of education, such as engineering, schools, articles and preparation for exams. Mind mapping is the process of mapping the mind to connect the concepts of specific issues of the branches of nerve cells forming the correlation concept leads to an understanding and the results are poured directly onto paper with animated favored and easily understood by the author. Mind mapping is a way to develop the thinking in all directions, capturing the thoughts in various angles. Mind mapping develop divergent thinking and creative thinking. Mind mapping which we often refer to a concept map is a tool that a very great organizational thinking is also the easiest way to put the information into the brain and retrieve information when needed.⁶

Based on the explanation about some problems that students face when they learning genres and benefits of Mind Mapping as well as the results of observations conducted at SMPN 2 Pangkajene, so the researcher intends to implement this technique for students to understand English texts.

⁶ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia, 2008), h. 4.

B. Research Problem

In order to know the implementation result of this technique, the researcher formulated the following research questions :

1. Is the implementation of Mind Mapping technique effective toward improvement of the students' understanding on Genres (English Text Types) at the ninth grade of SMPN 2 Pangkajene ?
2. To what extent the implementation of Mind Mapping technique increase students understanding on Genre at the ninth SMPN 2 Pangkajene ?

C. Research Objective

The objectives of the research are :

1. To describe the implementation of Mind Mapping technique in teaching Genres (English Text Types) increase students' understanding on genre at the ninth grade of SMPN 2 Pangkajene.
2. To describe the incresing of students' understanding when implement Mind Mapping technique in teaching Genres at the ninth grade of SMPN 2 Pangkajene.

D. *Research Significance*

1. Theoretical Significance

Researcher expect that the result of this research is expected to become an empirical technique to support the implementation theories of Mind Mapping as alternative to increase students' understanding on Genres (English Text Types) to all people in developing quality of teaching and learning English specially in teaching genres.

2. Practical significance

- a. For the students of SMPN 2 Pangkajene, it will be an effort to increase their understanding in Genre.
- b. For English teachers of SMPN 2 Pangkajene, the result of this study can be used as a reference to increase English teachers' competence in English teaching-learning.
- c. For other researcher, this research can give general knowledge of how to improve students' understanding on genre. The research also can be used as the foundation for the next research.

E. *Research Scope*

The scope of this research was focused on implementing Mind Mapping technique to tough Genres (English Text Types) at The Nineth Grade of SMPN 2 Pangkajene. The researcher applied mind mapping technique to increase the Genres

(English text types) understanding of the students where the students was given genres` mind mapping then the students answer the tests. The content of Mind Mapping was some types of text in English such as procedure and narrative text. The English text types material according to junior high school curriculum 2013 for the ninth grade.

F. Operational Definition of Terms

In understanding the topic of this research easily, the researcher would like to present the operational definition of terms.

1. Mind Mapping Technique

Mapping is creative and effective way to map the mind by a simple way with colour and shape with branch of tree. The researcher used Mind Mapple application to make genre mind mapping. The content of Mind Mapping that implemented consist of the social function, generic structure, and significant lexicogrammatical features of the text.

2. Students' Understanding on Genre

Students' understanding on genre is students' ability to identify the names of text, explain the social function of the text, describe the generic structure and significant lexicogrammatical features about the type of text that refer to narrative and procedure text.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Maslakhatin conducted a research with title *The Effects Of Mind Mapping and Pre-Questioning On The Students' Reading Comprehension*. The research was a quasi-experimental design, which involved 52 senior high school students of the eleventh grade in Surabaya. Mind mapping was used for the experimental group and pre- questioning was for the control group. This research found that there was a significant difference between the students who received mind mapping and those who received pre-questioning in their inferential comprehension.⁷

Suyanto conducted a research with title *The Effectiveness of Mindmapping in Improving Students' Writing Skill Viewed from Their IQ*. The research was using experimental method. The subject of the research was 36 students of the seventh grade 9 and the seventh grade 8. The experimental class used mind-mapping technique and the control class used modeling technique. The result of this research showed that the mind-mapping technique was effective in improving students' writing skill, the writing skill of the students having high IQ is better than that of those having low IQ, and also there was an interaction between teaching techniques and students' IQ.⁸

⁷ Maslakhatin, "The Effects Of Mind Mapping and Pre-Questioning On The Students' Reading Comprehension", *Indonesian Journal of English Education* 2, no. 2 (2015): h.160-177.

⁸ Adi Suyanto, "*The Effectiveness of Mindmapping in Improving Students' Writing Skill Viewed from Their IQ*", *Indonesian Journal of English Education* 2, no. 2 (2015): h. 101-119.

Lutgardis Desy Ambarwati, Fahri and Assrorri implemented a research under the title *The Implementation of Mind Mapping in Teaching Writing Narrative Text for Tenth Grades of SMAN 18 Surabaya*. The research used a descriptive qualitative method. The subject of the research was 33 students 23 male and 10 female. The research instruments that were used by the researcher to collect the data were observation checklist, observation field note, and the students' task. The result of this research showed that the implementation mind mapping was effective to be used in teaching narrative texts because the implementation of the technique and method could run well and could help the students create well composition⁹

There are differences between this research and the three researches above. This research focus on increasing students' understanding of Genres at the Nine Grade students. In addition, this research used Classroom Action Research (CAR) to implement the Mind Mapping Technique so that the data analyzed in two techniques. They were quantitative and qualitative data.

⁹ Lutgardis Desy Ambarwati, Fahri dan Assrorri, "*The Implementation of Mind Mapping in Teaching Writing Narrative Text For Tenth Grades Of SMAN 18 Surabaya*", Universitas Negeri Surabaya Jurnal, (2013): h. 1-8.

B. Some Pertinent Ideas

1. Understanding on Genre

a. Understanding

In education, there were three domains of educational activities or learning, those are; cognitive (knowing or head), affective (feelings or heart) and psychomotor (doing or kinesthetic, tactile, haptic or hand/body). In cognitive domain has a taxonomy called Bloom's Taxonomy from the late 1950s but in year of 2000 – 2001, David Krathwohl, and a student of Bloom's, Lorin Anderson, spearheaded an effort to revise the original cognitive taxonomy.¹⁰

The second stage of Bloom's Taxonomy revised was understanding. According to Anderson and Krathwohl, Understanding means constructing meaning from different types of functions by their written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.¹¹ There were some action verbs to describe the students demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving, descriptions, and stating main ideas.¹²

¹⁰ Leslie Owen Wilson, "Anderson and Krathwohl - Understanding the New Version of Bloom's Taxonomy, 2016, h. 1.

¹¹ Leslie Owen Wilson, "Anderson and Krathwohl - Understanding the New Version of Bloom's Taxonomy, 2016, h. 1.

¹² Lorin W Anderson and David R Krathwohl. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston: Pearson Education Group, 2001.

b. Definition of Genre

Genre are communicative events which communicate a set of communicative purposes that are recognizable, identifiable and mutually understood by members of professional community, such as academic community. The communicative events are realized with conventional or rhetoric structure and with certain lexicogrammars to achieve socially recognized communicative purposes. The rhetoric structure is static, while the lexicogrammar is dynamic.¹³

Swales definition of genre as a class of communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community.¹⁴ Bruce claims that genre is divided into social and cognitive genre. Social genre may include texts such as personal letters, novels, academic genre, economic texts, newspaper, history texts, etc.¹⁵ Each of them has static text structure and serves to achieve socially recognized communicative purposes. Definition of genre as elaborated by Bhatia belongs to social genre.¹⁶ Cognitive genre refers to the overall cognitive orientation and internal organization of segment of writing that aims to achieve one particular rhetorical

¹³ Vijay Bhatia, *World of Written Discourse: A Genre – Based View* (London: Bloomsbury, 2014), h. 23.

¹⁴ Brian Paltridge, “Genre, Text Type, And The Language Learning Classroom” Melbourne (1994), h.238.

¹⁵ Ian Bruce, *Academic Writing and Genre: A Systematic Analysis* (London: Continuum, 2008), h. 21.

¹⁶ Vijay Bhatia, *World of Written Discourse: A Genre – Based View* (London: Bloomsbury, 2014), h. 23.

purpose to explain a process, to argue a point of view, or to recount a sequence of events.¹⁷

c. Type of Genre

Derewianka, in her discussion of writing in schools presents as genre categories texts which she labels as recounts, narratives, information reports, explanations, and arguments. Hammond et al. who focusing on adult second language literacy development also gives list as genre categories such as anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews.¹⁸

There some definition of genre as follows:

- 1) Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
- 2) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
- 3) News story is a factual text which informs reader's events of the day which are considered newsworthy or important.¹⁹
- 4) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

¹⁷ Ian Bruce, *Use of cognitive genres as textual norms in academic English prose: University essays in English literature and sociology*, (New Zealand:), h. 163.

¹⁸ Brian Paltridge, *"Genre, Text Type, And The Language Learning Classroom"* Melbourne (1994), h.238.

¹⁹ Rudi Hartono, *Genres of Text*, Semarang: Unnes (2005). h. 6.

- 5) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- 6) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.²⁰
- 7) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, man-made and social phenomena in our environment.
- 8) Description is a kind of genre used to describe a particular person, place or thing.
- 9) Review is a kind of genre used to critique an art work or event for a public audience.²¹

So, understanding on genre means that students demonstrate their knowledge by organizing, comparing, translating, interpreting, giving, describing, and stating ideas.



2. Implementing Mind Mapping

²⁰ Nanan Suryana, *Genre Reading Comprehension*, (Jakarta: Nobel Edumedia, 2008), h. 25-56.

²¹ Bimbingan Belajar Ganesha Operation, *Revolusi Belajar Konsep Dasar & The King Kumpulan Rumus*, (Bandung: Ganesha Operation, 2010), h.150-157.

a. Implementing

Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.²² Implementation is often a more dynamic flow to the work. Some stages or steps may be occurring simultaneously and the work often circles back to revisit earlier stages. Implementation drivers such as technical leadership and adaptive leadership, organizational supports and personnel development mechanisms must align with and support the new practices.²³

b. Definition of Mind Mapping

Buzan states that mind mapping is an easy way to place information to brain and take information out from brain.²⁴ Mind Mapping is creative and effective way to write and will map the mind by a simple way. In this definition, five important concepts of mind mapping are used. Firstly, the mind mapping is one of the creative note taking techniques. Secondly, the mind mapping helps people to enter the information into their brains. Thirdly, the mind mapping helps people to keep information in the long term memory. Fourthly, the mind mapping helps people to take information out from their brain easily. Finally, the mind mapping engages the

²² Margareth Rose, What is Implementation ?, <http://www.whatis.com> (30 Oktober 2017).

²³ Barbara Smith et. all, *A Guide to the Implementation Process: Stages, Steps and Activities*, (Chapel Hill: TA& D Network, 2014), h. 4.

²⁴ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia, 2008), h. 4.

use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts.

Basically, a Mind Map is a diagram which create yourself as a way to organize ideas. In conventional note-taking, you write down information line by line or perhaps column by column. Mind Mapping differs from such note-taking in that you present the information more in the form of a diagram, starting with a central key idea drawn in the center of the paper. Other ideas which are somehow related to the central key idea are arranged radially around it, with lines branching out from the central key idea to these sub-topics to show that they are related to one another.²⁵ Details related to each sub-topic can be shown to be connected to it through more lines.

These concepts are connected to the known concepts having a tight relationship with the new concepts. All mind maps are using color and the form is radiant thinking. All mind maps have basic structure which spray from the center. It can be by lines, symbol, words, and picture which related in simply, basic, nature series with brain. By using mind map, long list information could change into colorful diagram, well regulated, and easy to memorize.

²⁵ Michael Taylor, Quicker Notes, Better Memory, and Improved Learning with Mind Maps, SelfMadeEasy.com, (5 November 2017).

c. A Historical Overview

One of the earliest systems of using visual memory aids is believed to have been invented by the ancient orator Simonides of Ceos.²⁶ This Greek was among the most respected orators in his time. He relied on strong mental images, coupled with associations he was familiar with (such as a well-known location) to integrate information into his mind. We must remember that having a good memory was one of the most admired skills in ancient Greece.

During the 3rd Century, the respected thinker named Porphyry of Tyros is known to have created the earliest types of mind maps to graphically represent Aristotle's concept categories. Another person who used the concept of mind mapping before Buzan was the Majorcan writer and philosopher Ramon Lull. Dr. Allan Collins may be said to be the "father of modern mind maps" because he was able to tap into the use of the semantic network as a theory to explain how humans learn, and eventually develop this theory into the concept of mind mapping. Collins' dedication and published research (as well as his efforts to understand the relationship between learning, creativity, and graphical thinking) in the early 1960s earned him that noted title. Another respected researcher during that period, M. Ross Quillian, also contributed to the development of the concept of mind maps. More recently,

²⁶Michael Taylor, Quicker Notes, Better Memory, and Improved Learning with Mind Maps, SelfMadeEasy.com, h.12, (5 November 2017).

popular psychology author Tony Buzan has taken the concept of mind maps and improved it.

d. The Benefit of the Mind Mapping

Some people realize that a certain chart or diagram can help them rearrange and visualize the ideas that bear on their mind. That chart usually helps them to remember well by using symbol or pictures that can represent words and ideas. Mind mapping has many benefits in the daily life. According to Murley, there are some advantages of mind mapping technique.²⁷ One of them is that the radiating design concept keeps the mind topic or central idea with all its major sub-topics close to it. Similarity, sub-topics stay close to their topic. This arrangement keeps the big picture in focus. Beside, mind mapping makes relationships and connectors easier to see, it is more flexible than outlining. In addition, it encourages creativity and improves memory retention and it is also easier to understand, saves time and increases productivity.

The mind mapping is also considered as the technique that enables the user to enlist the full power of the brain both the right side, which is employed for spatial awareness, a sense of wholeness, imagination, day dreaming and color, and the left side, which is the more analytical, logical side. According to DePorter and Mike, the mind mapping has four benefits.²⁸ They are as follows, 1) It is flexible. Flexible in

²⁷ Diane Murley, "Mind Mapping Complex Information" (Oktober 2006), h. 2. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=958633 (20 Januari 2017).

²⁸ Bobbi DePorter dan Hernacki Mike, *Quantum Learning : Membiasakan Belajar Nyaman dan Menyenangkan* (Jakarta: Kaifa, 2008), h. 173.

case that missing idea can be added in every place in mind mapping. 2) It focuses attention. Mind Mapping only mention such words which become ideas. 3) It increases understanding. Mind mapping will improve the comprehension and produce valuable frequent-note later. 4) It is fun. The mind mapping does not limit the imagination and creativity.

e. How to Make the Mind Mapping

Mind mapping is a system that uses brain management to open all the hidden brain potency and capacity. Besides, mind mapping is also a learning system that is often used to help students to learn effectively, efficiently and happily. Buzan mentions seven stages to make a mind mapping as follows, 1) Putting the main idea in the center the beginning idea in the center is designed to give freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action, 2) Using a picture or photo for the central idea picture and photo are important enough, 3) Using color makes mind map more alive and adds the energy on creative thinking, 4) Connecting main branches to the center picture and connect the second and third branches and so on, 5) Making a curve line connector, not a straight line, 6) Using one key word for each line, 7) Using pictures are easy to remember, and they stimulate new creative association.²⁹

²⁹ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia, 2008).

f. Uses of Mind Mapping

All people have to take notes at some point in their life. Whatever your occupation, note-taking is probably an indispensable aspect of your job. Mind maps were initially created to aid learners who take down notes, so mind mapping definitely aids in note-taking. As far as learning is concerned, mind mapping should not be used because it is a “better” way of learning. It should be employed because it complements and enhances other learning methods. A college student who employs both mind maps and line-by-line note-taking is making the most of both styles of note-taking. (He might also choose to focus on mind maps alone if he feels that this style helps him retain more content in a more effective fashion). An instructor who presents his lecture with the aid of a giant mind map is backing up his oral abilities with the effectiveness of a visual aid.

The mind map is not a plan, but you can create a plan using a mind map.³⁰ When you are developing a plan, make sure to group certain ‘tree branches’ together (it helps to number these too). This guarantees that the steps of your plan are interrelated. Your vision and mission statement could be formed through mind mapping. This allows employees, investors, management, and customers to figure out the function of the organization, as well as their roles within the organization. This is especially true now that various kinds of thinking have been identified: analyzing, decision making, critical thinking, strategic thinking, and creative thinking. It is

³⁰ Michael Taylor, Quicker Notes, Better Memory, and Improved Learning with Mind Maps, SelfMadeEasy.com, h.47-49, (5 November 2017).

important because organizations are now facing waves of change and innovation that produce new sets of problems – each of which is a challenge in itself for the organization to face – requiring that members of the organization possess a greater ability to comprehend, visualize, interpret and share concepts. Planning has also become a challenge because our time and energy is limited. Mind mapping helps us effectively manage what time and energy we have. It also assists us in our efforts to organize various aspects of our lives – we are able to start, then see projects through to the end.

Mind mapping is great for brainstorming during meetings. Though each person can create a unique mind map, it is possible for groups to mind map together. In group mind mapping, each person is allowed to post sub-ideas to the key ideas of the group – no one is vetoed. In the end, this allows more associations to be formed about a central key idea. Leaders of organizations now realize that idea generation and management may be crucial for the survival of the group in today's society. Mind maps have been found to be applicable for brainstorming and visualizing ideas, as well as creating a structure for such concepts so they can be classified. The lines radiating out from the main topic can be used to jot down different ideas or solutions that come up in the brain storming, and from there you can add more detail to clarify and support the solutions.

Similar to brainstorming, group mind mapping is often done during training workshops and seminars. It can be applied for strategic analysis, also known by the

acronym S.W.O.T. (Strengths, Weaknesses, Opportunities, and Threats).³¹ It may be used in marketing for creating a marketing plan and product analysis; or generating creative ideas for promotional purposes; or combining analysis about markets and competitors. For example, if you are thinking of marketing ideas for a specific product, you can place the product as the main idea. Branching from the product could be all the various advertising avenues – print, Internet, Radio, Television, etc... Of course, mind maps are popularly known as learning tools. You can use them to summarize the results of research, boost exam preparation efforts by improving recall, and allow you to review past material well since you are able to link ideas together while seeing the big picture.

More specifically, mind maps are applicable for lifelong learning. This means you can use them whether you are in elementary, high school, or college as well as when you are trying to stay on track of your career by keeping track of developments in your field of specialization.³² Mind maps need not be devoted solely to serious pursuits either – you can use them in your leisure moments, such as when you are pursuing a hobby.

So, implementing Mind Mapping means execution, practice, method, or action with creative and effective way to map the mind by a simple way with colour and shape with branch of tree or hierarchy.

³¹ Tony Buzan & Barry Buzan, *The Mind Map Book*, (London: BBC Books, 1993).

³² Tony Buzan & Barry Buzan, *The Mind Map Book*, (London: BBC Books, 1993).

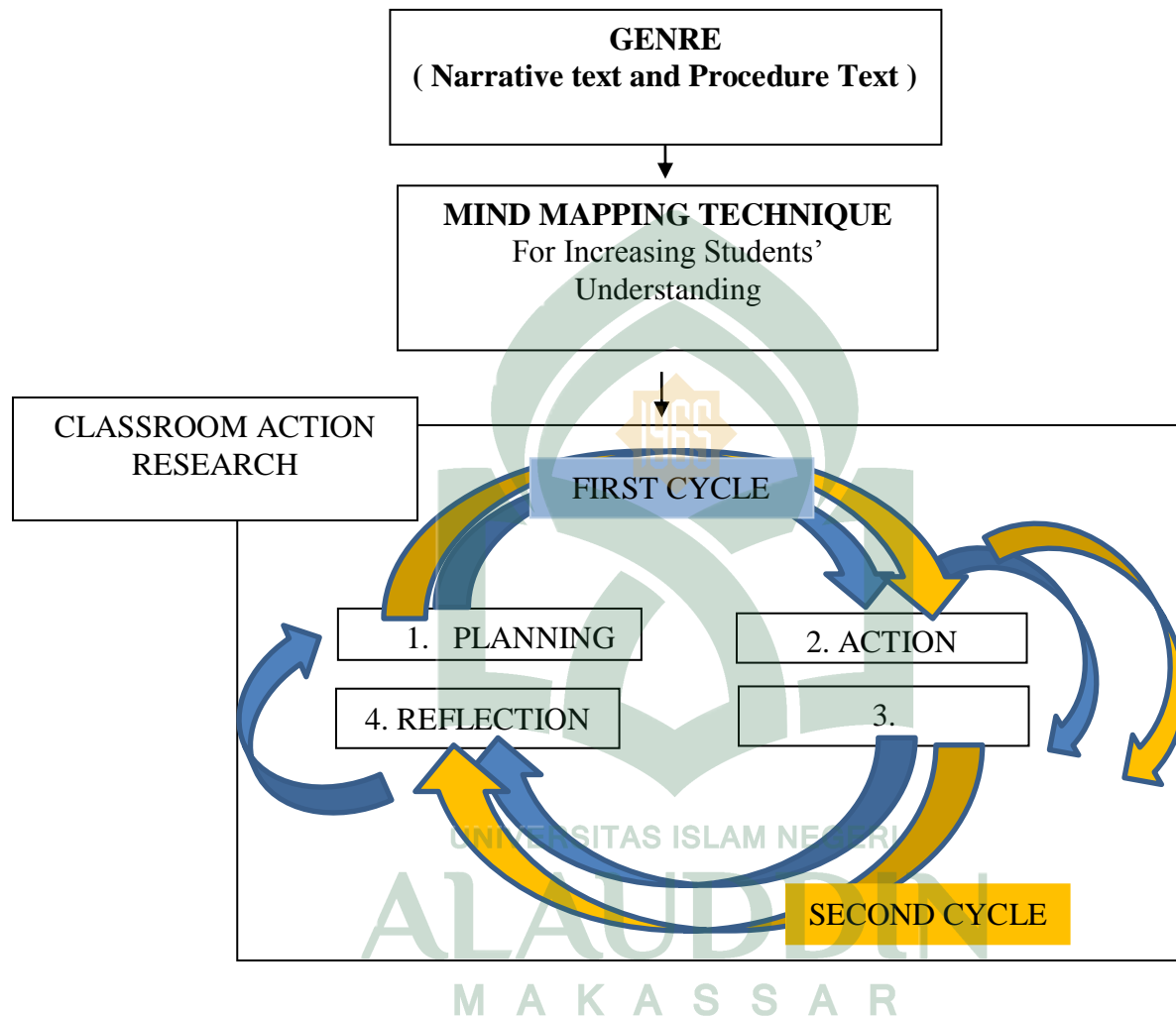
C. Conceptual Framework

In this research, researcher conducted a Classroom Action Research (CAR) which is focus on increasing students' understanding on genre at the ninth grade of SMP Negeri 2 Pangkajene. In this Classroom Action Research, researcher intended to use mind mapping technique to increase students' understanding on genre. In this research narrative text and procedure text chosen as the text that were investigated.

There were some plans, actions, observations and evaluations done during this research. Test, questionnaire and observation checklist are the instruments used to gather qualitative and quantitative data. Those activities were carried out through cycles till the objective/purpose of this study is reached.



The conceptual framework underlying in this research is giving in the following diagram.



CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, researcher used Classroom Action Research (CAR). According to McNiff in Suharsimi Arikunto views that CAR as a form reflective research conducted by teacher on the curriculum school development, improving learning achievement, development teaching skills, and so on.³³ It means that action research which was conducted in a classroom to increase the quality of learning teaching practices. CAR can develop the innovative instructional strategy that helped to enhance the students' success in learning English.

Borgia in Mohammad Adnan Latief stated that CAR is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in Classrooms.³⁴ CAR activities involve repeated cycles, each cycle consist of plan, action, observation, and reflection. Referring to those explanations, the researcher concluded that CAR is conducted by people who want to solve problems which happen in the classroom about teaching and learning process. It is done in better way in order to get the better result.

³³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), h. 102.

³⁴ Mohammad Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, (Malang: UM Press, 2010), h. 144-155.

1. Research Design

Classroom Action Research is kind of research that is conducted in the classroom by the teacher. Ferrance states that :

“Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research, action research specifically refers to disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.”³⁵

Kemmis and McTaggard in O’Brien, describe the procedure of action research in four steps, there are : Plan, Action, Observe, and Reflect.³⁶ It means that the cycle

consist of Plan, Action, Observe, and Reflect.

CYCLE 1



CYCLE 2

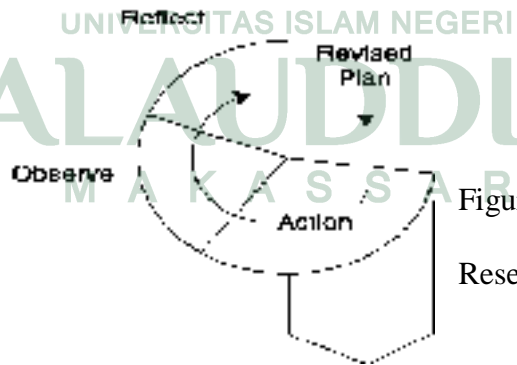


Figure 1.Simple Action Research Model³⁷

³⁵ Eileen Ferrance, *Action Research* (Providence: Brown University, 2000), h. 1.

³⁶ Rory O’Brien, “An Overview of the Methodological Approach of Action Research.Overview of Action Research Methodology” (1998). h. 8. <http://www.web.ca/robrien/papers/arfinal.html> (28 Februari 2017).

³⁷ Rory O’Brien, “An Overview”(28 Februari 2017).

In this scheme, the researcher identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. The reason of chosen Kemmis and Mc Taggart model because the character of this model is self-reflective. This model offers the opportunity to examine the phenomena that exist at some level that are done several times depending on the desired needs. Implementing this actions can provide a deep understanding to bring meaningful improvements. By doing this model researcher can understand certain issues within the educational context and can provide convenience in making decisions in the framework of empowerment efforts.³⁸ It means that classroom action research is a kind of research has quality with specific action so it can repair and or increase the learning practices in classroom with more professional.

Procedure of this research conducted based on Kemmis and McTaggart in O'Brien theory³⁹. The researcher used the spiral model by Kemmis and McTaggart in this research by considering that it was simple and easy to understand it. Kemmis and McTaggart model is the development of Kurt Lewin model. It had the same basic in their activities. For more detail information of the research design, the procedures of this research will describe are the following:

a. Plan

³⁸ Muhammad Yaumi dan Muljono Damopolii, *Action Research : Teori, Model, dan Aplikasi*, (Jakarta : Kencana, 2014), h. 25.

³⁹ Rory O'Brien, "An Overview of the Methodological Approach of Action Research. Overview of Action Research Methodology" (1998). h. 8. <http://www.web.ca/robrien/papers/arfinal.html> (28 Februari 2017).

In the plan step, the researcher prepared all things that related to the lesson. The first, the researcher wrote a lesson plan. The lesson plan made based on the curriculum and the syllabus of Senior High School Grade XI. The next was the researcher make Mind Mapping of the different genres. Then, the researcher prepared the test for the students'. The last, the researcher prepared observation sheet to observed the students while the researcher implementing Mind Mapping Technique in the classroom.

b. Action

In this step, the researcher taught the students' about the genres. First of all, the researcher explained about the objective of the lesson. Then, the researcher explained about genre and give them examples in different text. The researcher introduced the Mind Mapping technique to the students' and explained the steps and roles of the Mind Mapping Technique. The next, the researcher explained about the genre in a Mind Mapping model. Finally, the researcher asked students' to answer the questions about genres.

c. Observe

Observe step is a step for observing the process of teaching and learning in the classroom. It was done together with the implementation of the Mind Mapping technique in action step. The researcher observed the processes of teaching and learning by using the observation checklist.

d. Reflect

In this step, the researcher analyzed all of the data; Preliminary data, test and observation checklist. From the data, the researcher found out about the result of the cycle 1; it failed to achieve the indicator of success. The result of this reflection was used as a consideration to plan the next action for the next cycle. The researcher identified the causes that made this strategy was not success. Then, the researcher planed cycle 2 to repair the unsuccessful thing in cycle 1.

1) Cycle 2

Cycle 2 is continuous step from cycle 1. The steps in the cycle 2 were similar with cycle 1 but there were some emphases due to revise plans. Cycle 2 was success, the researcher ended the research action.

2. Research Variable

In this research had two variables which were namely as Dependent Variable and Independent Variable. Dependent Variable was Students' Understanding on Genre and Independent Variable was Mind Mapping Technique

B. Research Participants

The participants of the research are students at SMPN 2 Pangkajene in the academic year of 2017/2018. The researcher choose IX A class as the participant of the research because the students in this class had difficulty to answer and define its objectives of the information relating to the genre. There are 28 students of IX A.

C. Researcher Target

To achieve the successfulness indicator of students' score which there was minimal 65% of the students get the Minimum Criteria of Mastery Language (CML) standard score of SMPN 2 Pangkajene. SMPN 2 Pangkejene point 75 as a CML standard score. Therefore, the students have to give good response of Mind Mapping technique.

D. *Research Instrument*

The instrument of the research had used as follow :

1. Test

In applying test, the students were given test to know their understanding and achievement in Genres. The researcher gave the students some question about Genre also gave the student some text to identify the specific information in types of that text. They were:

a. Pre-test

Pre-test would be done in the beginning of the research before giving treatments as the first step in collecting data. The purpose of this test was to know how far students understanding on procedure text and narrative text before applying mind mapping technique.

b. Test in the first and second cycle

There would be a test in the first and second cycle. After all students were given implementation of mind mapping technique as teaching learning strategy, they would be asked to answer the question related to the procedure text and narrative text. Second cycle-test would be given at the end of the study. It was conducted to measure the students' understanding after measure the output after sequence of cycles of the action research conducted. The result of the test would be analyzed to measure the increasing of students' understanding on genre specially in procedure and narrative text.

2. Guidelines of Observation

The researcher observed what happen in the classroom, what the students do in the classroom. The researcher had to observe also the weakness of the learning process. The researcher wrote down all the students' activities during the teaching and learning process. The writing or the note was evaluated for the next step. The guidelines of observation were used to find data directly about the student's progress during teaching process which consist student's activity.

There were some aspects observed during the teaching and learning process. They were:

1. Students participation toward teacher's explanation
2. Students activity in making a note from teacher explanation
3. Students clarification to the teacher about their understanding
4. The students were enthusiastic in responding teacher's questions
5. The students answered teacher's question
6. The students were enthusiastic doing and complete the test

3. Guidelines of Questionnaire

In this research the researcher also took the questionnaires as the instrument. Questionnaires is a number of written questions which used to get information from the participants about their personal information or some things that they know. Questionnaire was used to mention method and instrument. The guidelines of Questionnaire was used to find data by written from the participants about the student's satisfaction and student's opinion during the learning process related to the technique. The result of the questionnaire was used to describe the data about students' opinion, problem, difficulties, understanding, and responses about material and method.

E. Data Collection Procedure

1. Test

The test was needed to know how the increasing of the student understanding on genre when teaching with Mind Mapping technique. There were three kinds of test in this study that were first test for preliminary data, second test and third test as a competence test. The test is making by the researcher according to the indicator that student had to know on genre. The tests were used to measure the increasing of students' understanding on genre.

2. Observation

In this research, an observation checklist used to observe the subject of this research with some aspects that the researcher had arranged. The aspect which observed were students' attendance, students actively in asking question, students actively in answering the questions from teacher, students attention during the lesson, and students cooperative doing and complete the test.

3. Questionnaires

The questionnaires were distributed to the students at the end of the research. Questionnaire was given to know the student satisfaction and student's opinion on the teaching and learning process by using Mind Mapping technique. The researcher used open-ended questions. Open-ended questionnaire was provided for the students to write about their comments on the technique. In addition, an open-ended questionnaire asked the students to give suggestions or opinions about the implementation of the technique. The questionnaires were written in Bahasa Indonesia to avoid misunderstanding of students. The questionnaire consisted of 12 questions which covered some aspects; they were the students' feelings toward the use of mind mapping technique, the effects of the mind mapping technique and the implementation of mind mapping technique to their increasing understanding. The data from open-ended questions were analyzed qualitatively. They were transcribed and summarized based on the classification.

F. *Data Analysis Technique*

After collecting the data, the researcher analyzed them to get valid data. Two techniques were used in analyzing the data. They are:

1. Quantitative Data

The quantitative data were obtained from the result of the test (achievement data) that was carried out at the end of the cycles. In terms of the achievement data, The quantitative data will be analyzed as follows:

a. Comparative Descriptive Analyzed

The students' achievements were analyzed by using comparative descriptive analyzing. This analyzing compares the students' achievement among the cycle and the indicator that the students achieved.

b. Statistic Analyzed

To know the students' achievements in each cycle, the researcher had to use statistic analyzing from Gay.⁴⁰

1) Scoring the students' achievement

⁴⁰ L. R. Gay, *Educational Research : Competencies for Analysis*, (Pearson : Pearso Hall, 2006).

Scoring the students understanding on genres were composed by the researcher based on indicators that students need to understand. This scoring model was adapted from Azwar.⁴¹ Here were explained the detailed of explanation above with its criteria :

$$\text{Score} = \frac{\text{students' gained score}}{\text{total score}} \times 100 \%$$

Table 1. Scoring of Instrument First Cycle

No.	Aspect	Indicator	Aitem No.	Range Score	Total Score
1	Name of text	Student can identify name of the text	1, 7	0 – 5	10
2	Social Function	Students can explain the social function of the text	6, 11	0 – 5	10
3	Generic Structure	-Student can mention the generic structure with correct arrangement	4	0 – 5	5
		-Student can identify the content of the generic structure	8,9, 10	0 – 5	15
		-Student can explain the content of the generic structure	2, 5	0 – 5	10
4	Lexicogrammatical	- Student able to mark the lexicogrammatical features in text	3, 12	0 – 5	10

The instrument of the first cycle consisted of 12 questions based on the aspects that the researcher wanted to analyze. Every item was made based on the indicator about the aspects. Each questions had 0 until 5 range score, so the total score of the instrument was 100.

⁴¹ Saifuddin Azwar, *Konstruksi Tes Kemampuan Kognitif*, (Yogyakarta : Pustaka Belajar, 2016).

Table 2. Scoring of Instrument Second Cycle

No.	Aspect	Indicator	Aitem No.	Range Score	Total Score
1	Name of text	Student can identified name of the text	1, 8	0 – 5	10
2	Social Fuction	Students can explain the social function of the text	6, 12	0 – 5	10
3	Generic Structure	-Student can mention the generic structure with the right organize	4	0 – 5	5
		-Student can identified the content of the generic structure	9, 10, 11	0 – 5	15
		-Student can explain the content of the generic structure	2, 5	0 – 10	20
4	Lexicogrammatical	-student able to mention the lexicogrammatical	7, 14	0 – 10	20
		- Student able to mark the lexicogrammatical features in text	3, 13	0 – 10	20

In the second cycle instrument, the researcher added two items of questions related to the students' Lexicogrammatical understanding. This researchers did because based on the results of the test in the first cycle, it was found that students' understanding of the Lexicogrammatical was low so that the action at the next meeting, researcher more emphasize about the section. In the Instrument test in the first cycle, the researcher only asked the students to mark the lexicogrammatical of the text and then on the second instrument test the researcher asked the student to mantion the Laxicogrammatical of the text.

2) Classifying the score of the students

No.	Score	Criteria
1.	90 – 100	Excellent

2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fairly
6	40 – 49	Poor
7.	< 40	Very poor

The classification of student scores was divided into 7 classifications. Each section has a score range of 10 except in the very poor section. The classification also starts from Excellent for the highest score while the lowest score is classified as very poor.

3) Computing the frequency and the rate percentage of the students' scores

$$P = \frac{f}{N} \times 100\%$$

Where: P = percentage
 f = frequency
N = the total number of students.

4) Mean Score

Calculating the mean score of students by using the formula.⁴²

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean score

$\sum X$: Sum of all scores

N : Total number of subject.

⁴² L. R. Gay, *Educational Research : Competencies for Analysis*, (Pearson : Pearso Hall, 2006).

2. Qualitative Data

The qualitative data were taken from the observation guidelines being applied during the treatment in each cycle. Qualitative data was the data which in sentence forms that involve the information about learning activities, interaction, and situation in class during lesson. The purpose of this activity was to evaluate the result, collect the data and monitor the teaching learning process. The score of observation adapted by Helmy are as follow.⁴³

Table 3. Scoring of Observation

No.	Indicators	None (0%)	A few (20%)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Score
1	Students participate toward teacher's explanation						
2	Students activity in making a note from teacher explanation						
3	Students ask questions to the teacher to clarify understanding						
4	The students are enthusiastic in responding teacher's questions						
5	The students answer teacher's question						
6	The students are						

⁴³ Farid Helmi. Improving Students Skill In Writing Recount Text By Using A Personal Letter (A Classroom Action Research With The Tenth Grders Of Mass Proto Pekalongan In The Academic Year Of 2011/2012. Thesis. Walisongo. Semarang : IAIN.2012

	enthusiastic doing and complete the written test						
	Total						
	Persentase						
	Category						



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Pre-Cycle

Before conducting this research, the students were given a test to know their understanding on genre before implemented mind mapping technique. From the test, it concluded that the students had problems that they did not know the social function, generic structure and lexicogrammatical feature of the text. The test form is multiple choice because it just wants to see general description of students' understanding on genre.

The average of the students' of understanding on genre test result in pre-cycle :

$$\begin{aligned} &= \frac{\text{The total mark}}{\text{The number of the students}} \\ &= \frac{1887}{28} = 67,4 \end{aligned}$$

The mean score of pre- cycle test was **67,4**. The table above showed the students' score of the pre-cycle test. It showed that the students' score were very poor and most of the students had a low of understanding on procedure and narrative text. Some of the students' reason had a low score because they forgot the materials, they did not know about the social function, lack of vocabularies so they had difficulties to understand the text. Therefore, the researcher tried to implement Mind Mapping

technique to overcome the students' problem and increased the students' understanding on genre.

2. First Cycle

a. Planning

A plan of action was derived to be implemented in First Cycle. The focus of the action in this cycle was to increase the students' understanding on genre. In this cycle, the researcher applied the mind mapping in order to increase students' understanding on genre. There were three meetings in this cycle. In the first and second meeting, the researcher used the mind mapping to taught procedure and narrative text. At first the researcher gave them the materials about the procedure and narrative text, and then the researcher applied the mind mapping and also gave them an example. Finally, the researcher asked the students to answer the question. The aim of this activity was to check their improvement after they learnt about the mind mapping.

b. Action

The actions of First Cycle were implemented on 4, 7, and 11 September 2017. The topic was focused on understanding procedure and narrative texts. The data during First Cycle were collected using field notes during classroom observations. There were three meetings in this cycle. At first the researcher gave them the materials as in the syllabus and then the researcher applied the mind mapping. Mind mapping was a technique that was used to increase students' understanding on

procedure and narrative text. The researcher used this technique as a part of the English teaching-learning process. In applying the mind mapping technique, the researcher gave an example of procedure and narrative text with the mind mapping in order to make the students mastery the technique well. Besides, the researcher explained the rule how to make the mind mapping first. The students seemed confused but they were also motivated to hear it because this technique was new for them. After the researcher explained the rule, there was a student who asked to repeat it again and the researcher explained it again.

Meanwhile, the researcher observe the English teaching-learning process and noted everything she needed to get the data. At that time, the students looked so happy when they did it, it could be seen from their behavior; they looked serious and most of students were busy to do their job.

1) First Meeting

In this action, the researcher explained about procedure text such as social function, the generic structure of the text and lexicogrammatical feature. After that, researcher told the students about Mind Mapping technique. In this meeting, researcher only showed the mind mapping of procedure text without taught the students how to make that mind mapping. Then the researcher asked the students to open their book to see the example of procedure text. After the student looked the example of procedure text, the researcher asked the students related to the material.

They had to find the personal goal, material or steps, connectives, adverbial, action verbs, and simple present tense.

2) Second Meeting

The activity in this action was same with first meeting, but in this action the researcher explained about narrative text such as social function, the generic structure of the text and lexicogrammatical. After that, researcher told the students about Mind Mapping technique. In this meeting, researcher only showed the mind mapping of narrative text without taught the students how to make that mind mapping. Then the researcher asked the students to open their book to see the example of narrative text. After the student looked the example of narrative text, the researcher asked the students related to the material. They had to find the personal participants, chronological connection, pronoun, action verbs, and simple past tense.

3) Third Meeting

In this action, the researcher taught narrative and procedure text to the students by mind mapping technique. The researcher asked the students for brought their laptop and gave them the software of Mind Mapple. After students installed the software, the researcher then ask the students to make the mind mapping of narrative and procedure text. Then the researcher gave the students test to know the students understanding on genre after they learned genre by mind mapping technique.

The average of the students' of understanding on genre test result in first-cycle :

$$= \frac{\text{The total mark}}{\text{The number of the students}}$$

$$= \frac{2089}{28} = 74,6$$

The table above shows that the scores of the students increased. The students' mean score in the pre-cycle test was **67,4** and the students' mean score in the first cycle test was **74,6**. This was considered a good improvement of the students' achievement. The students' score also in each component is explained below. The score are given below:

Table.6 The Frequency and Percentage of the Students' Understanding on Name of the text in the First Cycle

Scale	Classification	First Cycle	
		F	(%)
90 – 100	Excellent	22	78.6
80 – 89	Very good	-	-
70 – 79	Good	-	-
60 – 69	Fairly good	-	-
50 – 59	Fairly	2	7.1
40 – 49	Poor	1	3.6
< 40	Very poor	3	10.7
		28	100

The table above shows that from 28 students who followed the test in the first cycle, there are 22 students (78,6%) able to answer the name of the text test correctly. Unfortunately, there are 3 students get very poor score (10,7%).

Table 7. The Frequency and Percentage of the Students' Understanding on Social Function of the text in the First Cycle

Scale	Classification	First Cycle
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		F	(%)
90 – 100	Excellent	7	25.0
80 – 89	Very good	2	7.1
70 – 79	Good	1	3.6
60 – 69	Fairly good	1	3.6
50 – 59	Fairly	5	17.9
40 – 49	Poor	5	17.9
< 40	Very poor	7	25.0
		28	100

The table above shows that the number of students who got excellent score equal to the number of students who got very poor score is 7 (25%) students. This means that the comparison between students who are able to answer correctly is equal to the number of students who are unable to answer questions about social function. The above data also shows understanding of students about the social function of the text still low.



Table 8. The Frequency and Percentage of the Students' Understanding on Generic Structure of the text in the First Cycle

Scale	Classification	First Cycle	
		F	(%)
90 – 100	Excellent	13	46.4
80 – 89	Very good	4	14.3
70 – 79	Good	3	10.7
60 – 69	Fairly good	5	17.9
50 – 59	Fairly	0	0.0

40 – 49	Poor	2	7.1
< 40	Very poor	1	3.6
		28	100

The table above shows that from 28 students who followed the test in the first cycle, 13 students (46,4%) got excellent score which means that almost half of the IX A class students can answer about the generic structure of the text.

Table 9. The Frequency and Percentage of the Students' Understanding on Lexicogrammatical Features of the text in the First Cycle

Scale	Classification	First Cycle	
		F	(%)
90 – 100	Excellent	10	35.7
80 – 89	Very good	5	17.9
70 – 79	Good	2	7.1
60 – 69	Fairly good	1	3.6
50 – 59	Fairly	5	17.9
40 – 49	Poor	2	7.1
< 40	Very poor	3	10.7
		28	100

The table above shows that from 28 students who followed test in the first cycle, 10 students(35,7%) got excellent score, 5 students (17,9%) got very good score, 2 students (7,1%) got good score, 1 student (3,6%) got fairly good score, 5 students (17,9%) got fairly score, 2 students (7,1%) got poor score, and 3 (10,7%) students got very poor score.

c. Observation

In this study, observation was the third stage of sequence of activities which were conducted. After conducting some treatments in this cycle, the researcher found some facts that would be described and used as consideration for the next activities.

First, based on researcher observation in the first cycle, the students' mastery of the materials was better than before, after the researcher taught them by mind mapping technique lesson in the beginning of the class. Second, their mastery of lexicogrammatical features should be improved because of their importance to identify the text. The students still made some mistakes and it could be seen from their test. The last one, mind mapping technique was able to be applied in several activities, but the students had to practice more to explore their mind in order to get better achievement in understanding of procedure and narrative text.

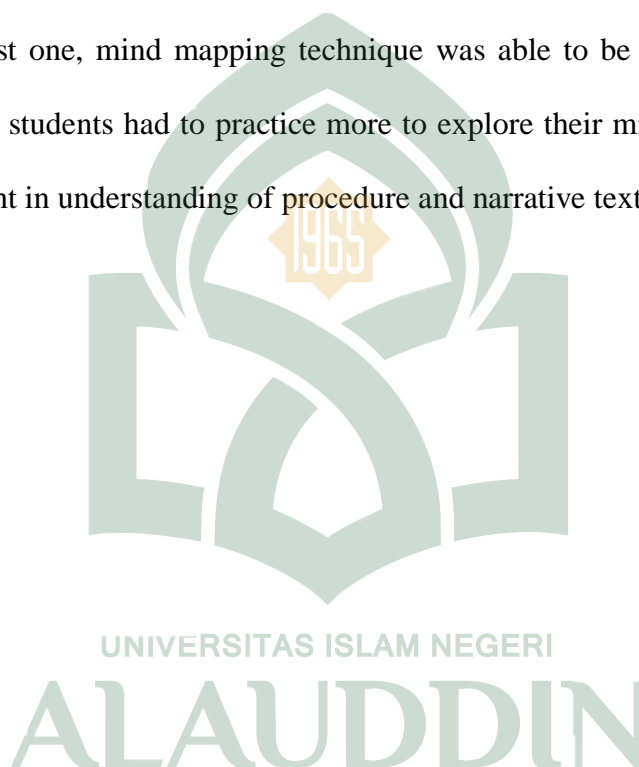


Table 10. The Results of the First Cycle Observation

No.	Indicators	None (0%)	A few (20%)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation				✓		4
2	Students activity in making a note from teacher explanation			✓			3
3	Students ask questions to			✓			3

	the teacher to clarify understanding						
4	The students are enthusiastic in responding teacher's questions					✓	5
5	The students answer teacher's question				✓		4
6	The students are enthusiastic doing and complete the written test					✓	5
Total							24
Percentage							80 %
Category							Majority

According to the result of the observation above it can be concluded that students category was majority. It means that the students are enthusiastic to learn the genre materials with mind mapping technique.

d. Reflection

Reflecting was the fourth part of this study. It still focused on students' understanding on genre. The result of the observation in this cycle was used as guidelines to decide some activities for the next cycle. Students were asked to practice constructing mind mapping pattern at home and applying mind mapping

technique to understanding on procedure text and narrative. There was a test for the next cycle.

3. Second Cycle

a. Plan

The second cycle consisted of two meetings and it was conducted on 18th and 21st September 2017. This cycle was done in the sixth meeting of this classroom action research. In general, the procedure of teaching learning of this cycle was the same as previous meeting. There must be an improvement for the students understanding on narrative and procedure text, specially in lexicogrammatical features of the text.

b. Action

1) First Meeting

In this action, all the activities of the class were not different with the activities in the first cycle. The researcher taught narrative and procedure text to the students by mind mapping technique. The researcher reviewed the material about procedure and narrative text by mind mapping techniques. The most important things in this meeting were to explaining to the students about the lexicogrammatical feature and give the student more example about the text to identify the social function also lexicogrammatical feature of the text.

2) Second Meeting

This meeting, the researcher reviewed and explained the students error in first cycle test. Then the researcher gave the students test again to measure the students' improvements and achievement understanding on genre. All the students were asked to answer the question related to the procedure and narrative text.

The average of the students' of understanding on genre test result in second-cycle :

$$= \frac{\text{The total mark}}{\text{The number of the students}}$$

$$= \frac{2187}{28} = 81,1$$

The table above shows that the scores of the students increase. The students' mean score in the first cycle test was **74,6** and the students' mean score in the second cycle test was **81,1**. It was a good improvement of the students' achievement. The highest score in the first cycle test was **100** which was acquired by one student but the highest score at the end of the second cycle was **100** which was acquired by one student. The lowest score of the first cycle test was **23,3** which was acquired by one students and the lowest score of the second cycle test was **45,7** which was acquired by one student. From analyzing the data above, it was an improvement in the second cycle. It can be seen also in the students' score in each component of the genre. See the following table:

Table 12. The Frequency and Percentage of the Students' Understanding on Name of the text in the Second Cycle

Scale	Classification	2 nd Cycle	
		F	(%)
90 – 100	Excellent	26	92,9
80 – 89	Very good	-	-
70 – 79	Good	-	-
60 – 69	Fairly good	-	-
50 – 59	Fairly	2	7,1
40 – 49	Poor	-	-
< 40	Very poor	-	-
		28	100

The table above shows that almost students are able to answer the question about the name of the text correctly, but as a whole there are 2 students or 7,1 % students who are still unable to answer the name of text correctly.

Table 13. The Frequency and Percentage of the Students' Understanding on Social Function of the text in the Second Cycle

Scale	Classification	2 nd Cycle	
		F	(%)
90 – 100	Excellent	16	57.1
80 – 89	Very good	0	0.0
70 – 79	Good	3	10.7
60 – 69	Fairly good	4	14.3
50 – 59	Fairly	1	3.6
40 – 49	Poor	2	7.1
< 40	Very poor	2	7.1
		28	100

The table above shows that between the classification of Excellent, Very good, Good, Fairly good, Fairly, Poor, and Very Poor, the best classification has most frequencies with 16 students or 57,1% and Very Good classification has the worst frequencies with no students get that score.

Table 14. The Frequency and Percentage of the Students' Understanding on Generic Structure of the text in the Second Cycle

Scale	Classification	2 nd Cycle	
		F	(%)
90 – 100	Excellent	12	42.9
80 – 89	Very good	9	32.1
70 – 79	Good	4	14.3
60 – 69	Fairly good	0	0.0
50 – 59	Fairly	3	10.7
40 – 49	Poor	0	0.0
< 40	Very poor	0	0.0
		28	100

The table above shows that from 28 students who followed the test in the second cycle in generic structure question, 12 students (42,9%) got excellent score, 9 students (32,1%) got very good score, 4 students (14,3%) got good, 3 students (10,%7) got fairly score, and none student got fairly good, poor, and very poor score.

Table 15. The Frequency and Percentage of the Students' Understanding on Lexicogrammatical Features of the text in the Second Cycle

Scale	Classification	2 nd Cycle	
		F	(%)
90 – 100	Excellent	8	28.6
80 – 89	Very good	4	14.3
70 – 79	Good	4	14.3
60 – 69	Fairly good	7	25.0
50 – 59	Fairly	1	3.6
40 – 49	Poor	0	0.0
< 40	Very poor	4	14.3
		28	100

The table above shows that from 28 students who followed the test in the second cycle, 8 students(28,6%) got excellent score, 4 students (14,3%) got very good and good score, and 7 students (25%) got fairly good score, 1 students (3,6%) got fairly score, none of students got poor score, 13 students (48%) got fair score and 4 students (14,3%) got very poor score.

All the table above shows that the scores of the students increase. It concluded that in the second cycle there were improvements in some aspects both the students' understanding of the material. It was a good improvement of the students' achievement.

c. Observation

In the beginning of the second cycle, the students were more interested and motivated. The students were very interested to learn by mind mapping technique. They wanted to know more about the software and want to try this software in other subject. The students understanding increased because every question that the researcher asked all of them could answer it clearly.

Table 16. The Results of the Second Cycle Observation

No.	Indicators	None (0%)	A few (20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation					✓	5
2	Students activity in making a note from teacher explanation					✓	5

3	Students ask questions to the teacher to clarify understanding				✓		4
4	The students are enthusiastic in responding teacher's questions					✓	5
5	The students answer teacher's question					✓	5
6	The students are enthusiastic doing and complete the written test					✓	5
Total							29
Percentage							96,7 %
Category							Majority

Based on the result above, the majority of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiastically.

d. Reflection

The increasing result of the test in second cycle described that the implementation of mind mapping technique was appropriate in increasing genre understanding. Some problems that the students faced were eliminated by some treatments given. Test and questionnaire were given in the end of the study. The result of the test would be compared with pre-cycle test and test in second cycle in order to know the students' increasing of understanding on genre. The analysis of questionnaire also gave information in order to support the primary data during the study.

4. Analysis of Questionnaire

In this research questionnaire was not a primary instrument, but it is used to support the main data by using description method, which involved the description and interpretation of data.

1. Menurut Anda, apakah kegiatan *Mind Mapping* yang telah dilakukan menarik?

YES	NO	ABSTAIN
26 = 92,9 %	2 = 7,14 %	0

2. Apa yang membuat kegiatan *Mind Mapping* menarik?

- a. Using Laptop and Software
- b. Easy to understand
- c. Easy to remember and memorize
- d. More creative
- e. Interesting because of the many colors, variations, and shape

3. Menurut Anda, apakah kegiatan *Mind Mapping* membuat anda lebih termotivasi untuk belajar Bahasa Inggris?

YES	NO	ABSTAIN

26 = 92,9 %	2 = 7,1 %	0
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4. Menurut Anda, apakah kegiatan *Mind Mapping* membuat kepercayaan diri Anda meningkat

YES	NO	ABSTAIN
24 = 85,7 %	3 = 10,7 %	1 = 3,6 %

5. Menurut Anda, apakah kegiatan *Mind Mapping* dapat meningkatkan pemahaman Anda dalam mempelajari teks-teks bahasa Inggris?

YES	NO	ABSTAIN
26 = 92,9 %	1 = 3,6 %	1 = 3,6 %

6. Menurut Anda, apakah kegiatan *Mind Mapping* sulit?

YES	NO	ABSTAIN
8 = 28,6 %	20 = 71,4 %	0

7. Apakah yang membuat kegiatan *Mind Mapping* sulit bagi Anda?

- Difficult to make it with application
- Complicated
- Do not understand using a laptop
- Waste of time to create Mind Mapping

8. Menurut Anda, apakah kegiatan *Mind Mapping* dapat membantu Anda lebih aktif didalam kelas?

YES	NO	ABSTAIN
26 = 92,9 %	2 = 7,14 %	0

9. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *Mind Mapping* lebih mudah dimengerti?

YES	NO	ABSTAIN
24 = 85,7 %	4 = 14,3 %	0

10. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik yang sama selama mengajar ?

YES	NO	ABSTAIN
5 = 17,6 %	22 = 78,6 %	1 = 3,6 %

11. Dengan cara seperti apa guru Bahasa Inggris Anda mengajarkan teks dalam Bahasa Inggris?

- Teaching ordinary, explaining, writing on a whiteboard according to the book
- Using power point
- Question and answer
- Translate
- Humor

12. Menurut Anda, teknik mana yang lebih efektif untuk meningkatkan kemampuan pemahaman Anda?

- a. Mind Mapping
- b. Presentation with Power Point
- c. Explaining
- d. Practicing

Based on the results of the analysis, it is known that almost students consider learning with Mind Mapping techniques interesting but they were quite difficult to make mind mapping in Mind Mapple software.

5. Comparison of the result of each cycle

Based on the result above, researcher made comparison between first cycle and second cycle :

- a. The Increasing of Students' Understanding on Genre

The result of the mean score in first cycle and second cycle significantly increased. The increased of students' understanding achievement from the first cycle and second cycle was described in the following table

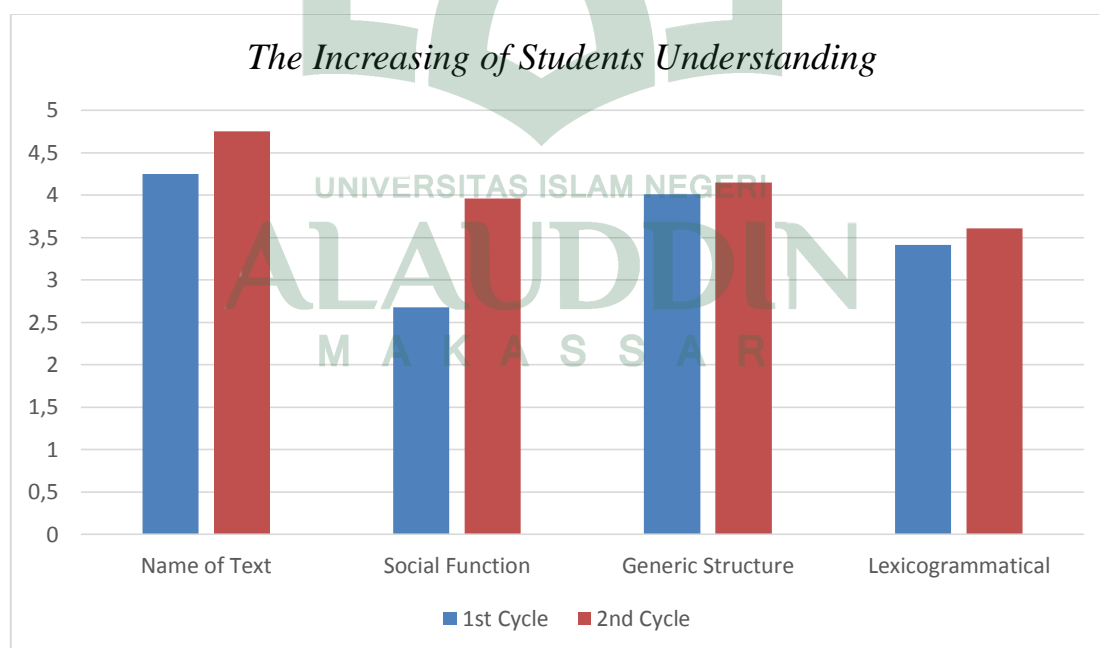
Table 17. The Improvement of the student means score each cycle

Mean Score	Cycle I	Cycle II	Improvement
			CII – CI

	74,6	81,1	6,5
Classification	Good	Very Good	

The table above showed that there was significantly improvement of the students' mean score in understanding on genre after using Mind Mapping technique. The students mean score in writing p in the first cycle was 74,6 which ini category good had significantly increased to be 81,1 in the second cycle in very good category

The table above also indicated that the improvement of students writing form first cycle to the second cycle was 6,5. From data above it was indicated that the use mind mapping technique increased the students mean score in writing. It was more clearly shown in the graphic as follows :



The chart above showed that the students mean score in understanding on genre in the second cycle was greater than in the first cycle. It was clearly that the students means score improvement between the cycles was totally improved.

b. The Frequency And Percentage Of Students' Score In Understanding On Genre Using Mind Mapping Technique

Based on the result of students' mean score, it described that students writing skill increased, the researcher calculated the percentage of achievement of study and classified into different categories. The result as follow :

Table 18. Comparison the Results of The Frequency And Percentage Of Students' Score

Scale	Classification	First Cycle		2 nd Cycle	
		F	(%)	F	(%)
90 – 100	Excellent	9	32.14	10	35.71
80 – 89	Very good	1	3.57	5	17.86
70 – 79	Good	6	21.43	7	25
60 – 69	Fairly good	7	25	4	14.29
50 – 59	Fairly	2	7.14	1	3.57
40 – 49	Poor	2	7.14	1	3.57
< 40	Very poor	1	3.57	0	0
		28	100	28	100

The table above indicated that the percentage of students' score in the first cycle after using mind mapping to increase students understanding on genre, the students' score in understanding genre was not really good. There are 9 students got

excellent and 1 student got very good score, 6 students got good score, 7 students got fairly good, 2 students got fairly, 2 students got poor score, and there are 1 students got very poor score.

In the second cycle after revising some mistakes in the first cycle, the students score in understanding on genre in the second cycle was greater than the students score in the first cycle. In the second cycle, there were none of student got very poor, but there 10 students got excellent score, 5 students got very good score, 7 students got good score, 4 students got fairly good, and category of fairly and poor score each of them had 1 students. From those results above it showed that in each cycle the students score percentage in understanding on genre had increased significantly.

c. The Observation Checklist Result Between First Cycle Dan Second Cycle

The result if the observation checklist had explained in each cycle. To make it clearly, the table below showed the comparison of the result between First Cycle and Second Cycle :

Table 18. Comparison the Results of the Observation between the First Cycle (C1) and the Second Cycle (C2)

Students Activities	Indicators	Score	
		C1	C2
1	Students participate toward teacher's explanation	4	5
2	Students activity in making a note from teacher explanation	3	5
3	Students ask questions to the teacher to clarify understanding	3	4
4	The students are enthusiastic in responding teacher's questions	5	5

5	The students answer teacher's question	4	5
6	The students are enthusiastic doing and complete the written test	5	5
Total Score		24	29
Score Percentage		80 %	96,7 %
Category of Improvement		Majority	Majority

The research findings from the table above indicated that there was the increased of the students' activities from first cycle to school cycle, where in the first cycle the percentage of students' activities score was 80 % became 96,7 % in majority category in the second cycle. Such as student became active in making a note from teacher explanation, ask questions to the teacher to clarify understanding, as well as the students are enthusiastic in doing and completing the written test. It means that the students participation got the good improvement progress.

B. Discussion

This classroom action research was conducted in six meetings. To make this discussion clear, the researcher would like to explain the increasing students' understanding on genre by mind mapping technique through four aspects that have analyzed. The four aspects that have analyzed were name of the text, social function of the text, generic structure, and lexicogrammatical features of the text. The researcher also analyzed the students learning activities, feeling of happiness and interaction to each other showed that mind mapping technique was very effective to increasing students' understanding especially in procedure and narrative text.

1. The research was intended to know the implementation of mind mapping technique as a teaching genre increasing the students' understanding on genre. There were technique implemented through stages in order to make the students easier and get better result in understanding the procedure text and narrative text. In first cycle, students had problems in grammatical features of the procedure text and narrative text. They still made some mistakes in explained the social function and generic structure of the text. Moreover, they had difficulties in finding appropriate words. The students were introduced mind mapping technique since the first meeting of the first cycle and tried to answer related to the text. The result of the test was better than the pre-cycle test.

The purpose of the study was achieved based on the result of analysis of implementation of mind mapping technique that was carried out through cycles. It could be seen from the increasing result of the test that students had done from pre-cycle test, treatment in second cycle and test in the end of study. Besides, the result of the observation checklist which recorded the students' behavior during teaching procedure text and narrative text, also questionnaire which was given in the end of the research showed that mind mapping technique was appropriate for the students and the teachers in teaching genre (English text types) especially procedure text and narrative text.

This is consistent with Buzan argue that Mind Mapping technique recognized that many learners needed English in order to use it in specific occupational

or educational settings.⁴⁴ For student it would be more efficient to teach them the spesific kind of language and communicative skill needed for particular roles. Besides, he also says that by using mind mapping is easy for people to put information into their memory. This technique can improve students' creativity and make them happy in learning.⁴⁵

2. This research conducted to know how well the implementation of Mind Mapping technique increase students understanding on genres. The students' understanding on the name of the text means that the students has ability to identify name of the text in different text types. After testing and observing at the first cycle, students showed that most of students could not identify what is the name of the text. It happened because the students forgot their material in previous class and they were not pay attention when their teacher explained. Because of this problem in the second cycle the researcher explain more about what is the name of the text and the result showed that there was improvement than the first cycle, whereas the number of students at the first cycle differs with the second cycle, many students got an excellent score.

Learning with Mind Mapping techniques using images, colors and forming lines of relationships between one topic with other topics. This form make students easier to learn English texts, as mentioned by Adam Khoo that the human brain will

⁴⁴ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: Gramedia, 2008), h. 10.

⁴⁵ Tony Krasnic, *How to Study Mind Mapping*, (Concise Book Publishing LLC, 2011)

be easier to remember something when it is visualized, associated with making connections between things to remember, and colors can increase memory more than 50%.⁴⁶

Students' understanding on social function of the text at the first cycle is very bad than the other indicators. Many student was very poor, because of this problem made the researcher worked hard in the second cycle to solve it. In the second cycle after testing and observing the result was show that there was an improvement. Most of students could explain about the social function of the procedure and narrative text.

In the first cycle, students' understanding on generic structure was not too bad. For this aspect, the students expect that they could describe the generic structure. The result can be seen after testing and observing whereas the number of students in poor score was 3,6 percent. After testing and observing in the second cycle, the aspect of generic structure has improvement. In this section almost the students know the generic structure of procedure and narrative text.

In the pre-cycle test, the level of students' understanding on lexicogrammatical features of the text was very low. For this aspect, the students expect that they could describe and significant lexicogrammatical features. The result can be seen after testing and observing, this aspect made the researcher happy because of the result of the data in the first cycle and second cycle got a significant improvement.

⁴⁶ Adam Khoo, *I Am Gifted, So Are You*, (Jakarta: PT.Elex Media Komputindo, 2009), h. 116-118.

The result of this research showed that the students' understanding on genre increased after the researcher implemented Mind Mapping technique. This result supports many previous studies which suggest that Mind Mapping is proven to improve information recall, compared to conventional methods of note taking and learning.⁴⁷ It can be seen from the increasing score of each aspects that the researcher analyzed. Also the students felt happy and enthusiastic learning with Mind Mapping technique.



⁴⁷ Tony Buzan, Mind Mapping Scientific Research and Studies, (ThinkBuzan.com, 2010).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results that have been reached in this study, the researcher concludes:

1. The effectiveness of the implementation of Mind Mapping technique in teaching Genres (English Text Types) at the ninth grade of SMPN 2 Pangkajene significantly increase students understanding on genre. The data from the observation checklist and test analyzed revealed that the implementation of mind mapping technique in teaching genres could run successfully. The students could follow the activity in each stage of the mind mapping well. The result of the study showed that by implementing those actions, the teaching of English text type could be improved. It could be seen from the students' improving in the test result of each cycle. The first cycle showed that students mean score is 74,6, but in the second cycle is 81,1, from good category in first cycle to very good category in second cycle.
2. The implementation of mind mapping technique successfully created conducive and comfortable class atmosphere. It immediately helped students to gain their motivation and enthusiasm to learn and to get

involved in the class activity. There was also a better understanding of the materials given that is a story of “The Golden Star-Fruit Tree” among the students in narrative text and “Novel Apple Pudding” in procedure text. It was found that there was greater motivation among students at class. The activity that was implemented seems successful to improve their motivation to learn English. Moreover, it had an effect on expanding students’ knowledge and ability to create a better achievement. There was also a better understanding of procedure text and narrative texts’ contents, social function, generic structures, and language features among the students in this second cycle.

B. Suggestion

Based on the conclusion, the researcher proposes the following suggestions:

1. It is suggested that the English teacher apply Mind Mapping technique as one of a good technique in teaching genre. Mind mapping technique as a teaching learning strategy can be used not only in teaching genres, but also other subject and material which were taught in junior high school and.
2. For next researchers, they are suggested that they apply this technique in other components of writing such as: language use, vocabulary, and mechanics.

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APPENDICES



UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 2 Pangkajene
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX / Satu
Materi Pokok : Procedure Text
Alokasi Waktu : 2 x 40 menit

1. KOMPETENSI INTI

1	K 1	Menghargai dan menghayati ajaran agama yang dianutnya.
2	K 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3	K 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4	K 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

2. KOMPETENSI DASAR DAN INDIKATOR

No	Kompetensi Dasar	Indikator
1	1.1	1.1.1 Menunjukkan semangat dalam proses pembelajaran di setiap tahapan.
		1.1.2 Bersungguh-sungguh dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2	2.3	2.3.1 Menunjukkan sikap tanggung jawab dalam

		damai, dalam melaksanakan komunikasi fungsional.		berkomunikasi fungsional dengan menggunakan teks prosedur.
			2.3.2	Menunjukkan sikap kerjasama dalam berkomunikasi fungsional dengan menggunakan teks prosedur.
3	3.7	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1	Mengidentifikasi fungsi sosial teks prosedur
			3.7.2	Menerapkan struktur teks prosedur berupa resep dan manual.
			3.7.3	Menerapkan unsur kebahasaan teks prosedur berupa resep dan manual.

3. MATERI PEMBELAJARAN

- Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku tanggung jawab dan kerjasama.
- Teks lisan dan tulis teks prosedur berbentuk resep

Fungsi Sosial

Memberikan petunjuk tentang cara melakukan sesuatu melalui serangkaian tindakan / langkah

Struktur Teks:

- Menyebutkan tujuan
- Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional)
- Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan
- Judul/tujuan teks

Unsur kebahasaan:

- Simple Present Tense
- Action verbs: cut, peel, boil

- Conjunction: rst, then, nally
- Adverbial 100gr of sugar, a slice of cheese

Teks Prosedur



4. KEGIATAN PEMBELAJARAN

I. Langkah-Langkah Pembelajaran

1. Kegiatan Awal :
 - a. Guru mengucapkan salam dan tegur sapa dengan siswa
 - b. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada Tuhan
 - c. Guru mengabsen siswa
 - d. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan
2. Kegiatan Inti :
 - a. Eksplorasi
 - 1) Siswa menyiapkan diri untuk menerima materi yang akan diajarkan dengan penuh percaya diri.

- 2) Siswa menerima segala pengantar serta penjelasan menyangkut materi yang akan diterima dengan ramah dan santun
- b. Elaborasi
 - 1) Guru memberikan penjelasan berkaitan tes yang diberikan pada pertemuan sebelumnya.
 - 2) Guru menjelaskan tentang procedure teks dengan cara konvensional, menuliskan di papan tulis.
 - 3) Guru memperlihatkan bentuk Mind Mapping dari materi yang dijelaskan sebelumnya
 - 4) Guru memberikan contoh tentang tes yang diberikan kepada siswa
 - 5) Siswa menjawab pertanyaan yang diberikan guru secara lisan tentang contoh teks procedure.
- c. Konfirmasi
 - 1) Siswa memperhatikan penjelasan guru tentang tes yang sudah diberikan
 - 2) Siswa memberi umpan balik terhadap kesimpulan dari hasil pembelajaran hari itu dengan ramah dan santun.
3. Kegiatan Akhir :
 - a. Guru menanyakan kesulitan siswa dalam memahami teks
 - b. Guru menyimpulkan materi.

II. Penilaian

Penilaian Sikap : Observasi sikap oleh guru

Penilaian Pengetahuan : Tes Tulis

Pangkajene, 4 September 2017

Mengetahui,

Guru Mata Pelajaran

Peneliti

H.Kamaruddin Tutu, S.Pd., M.Pd

Nur Faidah Djahuddin

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 2 Pangkajene
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX / Satu
Materi Pokok : Narrative Text
Alokasi Waktu : 2 x 40 menit

1. KOMPETENSI INTI

1	K 1	Menghargai dan menghayati ajaran agama yang dianutnya.
2	K 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3	K 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4	K 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

2. KOMPETENSI DASAR DAN INDIKATOR

No	Kompetensi Dasar	Indikator
1	1.1	1.1.1
		1.1.2
2	2.3	2.3.1

	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Menunjukkan semangat dalam proses pembelajaran di setiap tahapan.
		Bersungguh-sungguh dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan	Menunjukkan sikap tanggung jawab dalam

		cinta damai, dalam melaksanakan komunikasi fungsional.		berkomunikasi fungsional dengan menggunakan teks prosedur.
			2.3.2	Menunjukkan sikap kerjasama dalam berkomunikasi fungsional dengan menggunakan teks prosedur.
3	3.11	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.	3.11.1	Mengidentifikasi kata yang tepat untuk melengkapi teks rumpang.
			3.11.2	Mengidentifikasi struktur teks narrative.
			3.11.3	Mengidentifikasi fungsi sosial teks narrative

3. MATERI PEMBELAJARAN

Teks naratif, berbentuk cerita pendek dan sederhana

Fungsi Sosial

To entertain, amuse and to deal with actual or various experience in different ways

Struktur Teks:

- Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
- Menyebutkan perubahan yg terjadi pada tokoh/pelajaran yang dapat dipetik (bisa ada/tidak)

Unsur kebahasaan:

- Simple Past Tense
- Action verbs: stayed, climbed
- Time Connectives, before that, soon
- Pronoun : He, She, It

Teks Narrative

THE GOLDEN STAR-FRUIT TREE

A long time ago there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, and the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. From then on he lived there and made his living only by selling star fruits from the tree.

Unfortunately, a very big raven often came and ate all the ripe fruits. At first he was too afraid of the raven, and did not know what to do. But one day he dared to approach the raven. He begged to it not to eat the fruits. "If you eat the fruits, I will have nothing to sell to the market, and my family will starve."

Surprisingly the raven was not angry. He replied, "I need the fruits too. Can I have them and I'll pay you with gold. Bring a 1-meter long bag, and I'll bring to a place full of gold and you can fill the

bag full with gold." The younger brother then told his wife to make a 1-meter long bag. When the bag was done, he climbed on the raven's back and they flew to a place full of gold. He filled the bag full with gold, and then flew back home on the raven's back. From then on, the younger brother and his family could live happily in luxury.

On the commemoration of his father's death, he invited his older brother to come to his house. Thinking that his brother had a poor house, the big brother refused to come. But because his younger brother insisted, he and his wife finally decided to come. When they got to the younger brother's house, they were surprised to see that he was now very rich.

He asked his younger brother how he had got all his wealth, and the younger brother was happy to tell him the truth. Then the greedy brother and his wife offered the younger brother to trade all their fortune for the star-fruit tree. The younger brother gladly accepted the offer. Soon the older brother and his family moved to the house with the star-fruit tree. When the raven came for the star fruits, the older brother made the same plea. As expected, the raven told him to bring a 1-meter long bag.

Because he was greedy, he asked his wife to make a much longer bag. When the bag was done, he climbed on the raven's back and then they flew to the place full of gold. He filled the big bag with gold. He also brought some gold in his pockets. On the way home, the load soon became too heavy for the raven. Unable to hang on, the raven swayed, and the greedy brother fell straight down to the sea with his bag and pockets full of gold. He sank very fast down the sea. The older brother finally died. He died because of his greed.

4. KEGIATAN PEMBELAJARAN

I. Langkah-Langkah Pembelajaran

4. Kegiatan Awal :

- e. Guru mengucapkan salam dan tegur sapa dengan siswa
- f. Guru mengajak siswa berdoa guna menanamkan rasa cinta dan keyakinan yang kuat kepada Tuhan
- g. Guru mengabsen siswa
- h. Guru menjelaskan proses kegiatan pembelajaran yang akan dilaksanakan

5. Kegiatan Inti :

d. Eksplorasi

- 3) Siswa menyiapkan diri untuk menerima materi yang akan diajarkan dengan penuh percaya diri.
- 4) Siswa menerima segala pengantar serta penjelasan menyangkut materi yang akan diterima dengan ramah dan santun

e. Elaborasi

- 6) Guru memberikan penjelasan berkaitan tes yang diberikan pada pertemuan sebelumnya.
- 7) Guru menjelaskan tentang procedure teks dengan cara konvensional, menuliskan di papan tulis.
- 8) Guru memperlihatkan bentuk Mind Mapping dari materi yang dijelaskan sebelumnya
- 9) Guru memberikan contoh tentang tes yang diberikan kepada siswa
- 10) Siswa menjawab pertanyaan yang diberikan guru secara lisan tentang contoh teks naratif.

f. Konfirmasi

- 3) Siswa memperhatikan penjelasan guru tentang tes yang sudah diberikan
- 4) Siswa memberi umpan balik terhadap kesimpulan dari hasil pembelajaran hari itu dengan ramah dan santun.

6. Kegiatan Akhir :

- c. Guru menanyakan kesulitan siswa dalam memahami teks
- d. Guru menyimpulkan materi.

II. Penilaian

Penilaian Sikap : Observasi sikap oleh guru

Penilaian Pengetahuan : Tes Tulis

Mengetahui,
Guru Mata Pelajaran

Pangkajene, 4 September 2017

Peneliti

Kamaruddin Tutu, S.Pd., M.Pd

Nur Faidah Djahuddin



APPENDIX III

RESEARCH INSTRUMENT PRE-CYCLE

Text 1 for questions 1-4

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the writer?

- a. **Narrative**
- b. Report
- c. Anecdote
- d. Procedure

2. To tell the plot, the writers uses.....

- a. Rhetorical question and an exclamation
 - b. Time sequences
 - c. Contrastive evidences
 - d. **Past tense**
3. The communicative purpose of this text is...
- a. to inform the readers about important and newsworthy events
 - b. **to entertain readers with fairy tale**
 - c. to share an account of an unusual event
 - d. to persuade readers to accept his/her opinions
4. The organization of the text above is.....
- a. abstract, orientatin, crisis, incident,coda
 - b. thesis, argumen
 - c. **orientation, complication, resolution**
 - d. description, background events, sources

Text 2 for questions 5 - 7

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of

the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

5. What is the purpose of the text?
- to entertain the readers**
 - to persuade the readers
 - to inform the readers about the events of the day which are considered newsworthy
 - to explain something
6. The first paragraph is called
- Orientation**
 - Complication
 - Resolution
 - Identification
7. In which paragraphs can you find the story problem solution ?
- 1
 - 2
 - 3**
 - 2,3

Text 3 for questions 8-10

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

8. What is the type of the text above ?

- a. Procedure
- b. Descriptive
- c. **Narrative**
- d. Report

9. The last paragraph is called ?

- a. Argumentation
- b. Orientation
- c. Complication
- d. **Resolution**

10. What is the purpose of the text?

- a. **to entertain the readers**
- b. to persuade the readers
- c. to inform the readers
- d. to explain something

Text 4 for questions no. 11 - 13

Chicken Soup

Ingredients:

3 pound, whole fried chicken
6 to 8 cups of water
1 diced garlic clove
1 cup of sliced onion
1 cup of sliced celery
½ cup of sliced carrots
2 cup of chopped leeks
3 tablespoons of fresh chopped parsley
Freshly ground black pepper
Pinch of salt

Method:

Rinse the chicken.

Place the chicken in a bowl and add vegetables, and enough water to cover them. Put the bowl into an oven and boil over medium-high heat.

Reduce heat to low and simmer, covered for 90 minutes. Remove the chicken from the heat. Serve the steaming hot chicken, garnished with parsley, salt and ground black pepper.

11. What is the purpose of the text?

- a. to describe about the chicken soup
- b. to explain what the chicken soup is
- c. to show how to make the chicken soup**
- d. to entertain the readers about the chicken sup

12. What is the type of the text ?

- a. Narrative

b. Descriptive

c. Procedure

d. Report

13. How many steps are there in the instruction ?

a. 3

b. 4

c. 5

d. 6

HOW TO MAKE A PENCIL BOX

What you need:

1. An empty plastic bottle of water
2. A sharp cutter
3. A piece of white or colorful paper
4. Some glue
5. Some paint

Steps:

1. Wash the plastic bottle and make sure it has been clean when you use it
2. Cut the bottle into two halves
3. Wrap the bottle with a piece of colorful paper
4. If you use white paper, use a paint to color it
5. Now, your pencil box is ready to use

14. What is the generic structure of the text ?

a. Goal, Materials, Steps

b. Goal, Orientation, Steps

c. Goal, Steps, Resolution

d. Goal, Steps, Orientation

15. To tell the plot, the writers uses ?

- a. **Simple Present Tense**
- b. Simple Past Tense
- c. Simpel Future Tense
- d. Present Continous Tense



APPENDIX IV

RESEARCH INSTRUMENT FIRST CYCLE

Nama :.....
Kelas :.....
No.Urut :.....

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. What is the name of the text ?

Answer : _____

—

2. What is the Resolution of the text ?

Answer _____

3. Underline 5 verbs in past tense form !

Bawang Merah and Bawang Putih

Once upon a time, there were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah and her mother, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!"

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

4. What is the generic structure of the text above ?

Answer : _____

5. What is the orientation of the text above ?

Answer :

6. What is the social function of the text ?

Answer :



Tomato Soup

Ingredients:

- 4 large tomatoes
- 1 small onion
- 8 cups water
- Small clove garlic
- Spices
- 1/2 teaspoon salt
- 1/4 teaspoon pepper
- 1/4 teaspoon butter

How to make it:

1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes.
2. Add water, spices, salt, and pepper.
3. Heat until the water boils.
4. Turn down the heat and cover the lid.

5. Cook for one hour.

7. What is the name of text above ?

Answer _____ :

8. How many steps to make Tomato Soup ?

Answer _____ :

9. What is the goal of the text above ?

Answer _____ :

LOOP-THE-LOOP PAPER PLANE

Material needed

- A sheet of heavy paper
- A pencil
- Sharp scissors
- A paper clip
- Crayons

Method

Here's a paper airplane that will fly in circles.

1. First fold the paper in half the long way.
2. Then draw an airplane with wings and a tail on it.
3. Next draw a line about an inch away from the fold on each side the full length of the paper.
4. Then cut out the airplane, but do not cut on the fold.
5. After that spread out the airplane and colour it. You can draw airplane markings near each wing tip.
6. Next refold your airplane. Now fold each wing down along the line drawn on it.

7. Then add a paper clip to the nose. You can change the way your airplane flies by changing the wing shape and putting more than one paper clip on the nose.

10. How many materials to make Loop the Loop Paper Plane ?

Answer

:

11. What is the social function of the text above ?

Answer

:

12. Underline 5 connectives word from the text above !



APPENDIX V

RESEARCH INSTRUMENT SECOND CYCLE

Nama :.....
Kelas :.....
No.Urut :.....

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. What is the name of the text ?

Answer _____ :

2. What is the Resolution of the text ?

Answer _____

3. Underline 5 verbs in past tense form !

Bawang Merah and Bawang Putih

Once upon a time, there were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah and her mother, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

4. What is the generic structure of the text above ?

Answer : _____

5. What is the orientation of the text above ?

Answer :

6. What is the social function of the text ?

Answer :

7. Write down the lexicogrammatical feature the type of text above !

Answer :

1. _____
2. _____
3. _____
4. _____

Tomato Soup

Ingredients:

- 4 large tomatoes
- 1 small onion
- 8 cups water
- Small clove garlic
- Spices
- 1/2 teaspoon salt
- 1/4 teaspoon pepper
- 1/4 teaspoon butter

How to make it:

- Fry tomatoes, onion, and garlic in a pan with butter for five minutes.
- Add water, spices, salt, and pepper.

- Heat until the water boils.
- Turn down the heat and cover the lid.
- Cook for one hour.

8. What is the name of text above ?

Answer

:

9. How many steps to make Tomato Soup ?

Answer

:

10. What is the goal of the text above ?

Answer

:

LOOP-THE-LOOP PAPER PLANE

Material needed

- A sheet of heavy paper
- A pencil
- Sharp scissors
- A paper clip
- Crayons

Method

Here's a paper airplane that will fly in circles:

1. First fold the paper in half the long way.
2. Then draw an airplane with wings and a tail on it.
3. Next draw a line about an inch away from the fold on each side the full length of the paper.
4. Then cut out the airplane, but do not cut on the fold.
5. After that spread out the airplane and colour it. You can draw airplane markings near each wing tip.
6. Next refold your airplane. Now fold each wing down along the line drawn on it.

7. Then add a paper clip to the nose. You can change the way your airplane flies by changing the wing shape and putting more than one paper clip on the nose.

11. How many materials to make Loop the Loop Paper Plane ?

Answer

:

12. What is the social function of the text above ?

Answer

:

13. Underline 5 connectives word from the text above !

14. Write down the lexicogrammatical feature the type of text above !

Answer :

1. _____
2. _____
3. _____
4. _____



THE RESULT OF THE PRE-CYCLE TEST

No.	Nama	Item															Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Khuzair Alfarizi M	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	12	80
2	Muh. Dikram Fahrezi D	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	12	80
3	Dzul Jaelali Wal Ikram	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	4	26,667
4	Muh. Alief al Ghany	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	12	80
5	Muh. Farhan Lukman	0	0	0	1	0	1	1	0	1	0	1	1	0	0	0	6	40
6	Ivo Aditya	1	0	0	1	0	1	1	1	1	0	1	1	0	1	1	10	66,667
7	Saiful Ihzan	1	0	0	1	0	0	1	1	1	0	0	1	0	0	0	6	40
8	Muhammad Ikhsan Haeruddin	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	13,333
9	Muhammad Afiq S. Mappiara	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	11	73,333
10	M. Revanza	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	9	60
11	Nurikhlas Nurpa Gunawan	1	0	0	1	0	1	1	0	1	0	1	1	0	1	0	8	53,333
12	Nurul Fadhilah Yusran	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	12	80
13	Tizania Putri Langithari	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	11	73,333
14	Zsa Zsa Nurfajriah	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	11	73,333
15	Chelsea Tambun	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	100
16	Fatika Rizky	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	12	80
17	Sri Rezky Wahyuni	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	12	80
18	Andi Azizah Amsir	1	1	0	0	0	1	1	0	1	1	1	1	1	0	1	10	66,667
19	Hicha Silalahi	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	11	73,333
20	A. Zhafirah	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	12	80
21	Nurul Afni Auliah Majid	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	11	73,333
22	Farakhnas Dwi Utari	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	12	80

23	Sarwaningsi	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	10	66,667
24	Putri Aulia Khairunnisa	1	1	0	1	0	0	0	1	1	0	1	1	0	0	0	7	46,667
25	Siti Nurul Nisa	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	13	86,667
26	Amirah Putri Nabillah	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	12	80
27	Yesika Martrida Tinambunan	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	10	66,667
28	Andi Salwa Salsabila Irwan	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	10	66,667
		27	18	10	21	9	23	22	19	23	11	24	25	16	17	18		11



THE RESULT OF THE FIRST CYCLE TEST

No.	Nama	Item															
		1	2	3	4	5	6	7	8	9	10	11	12	Total	Score		
		0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5				
1	Khuzair Alfarizi M	5	3	5	5	4	5	5	5	5	5	5	5	57	95,00		
2	Muh. Dikram Fahrezi D	0	4	5	4	4	0,5	5	5	5	5	4	4	45,5	75,83		
3	Dzul Jaelali Wal Ikram	5	0	0	0	5	0	5	2	0	5	0	4	26	43,33		
4	Muh. Alief al Ghany	0	3	5	4	5	0,5	3,5	5	5	5	5	4	45	75,00		
5	Muh. Farhan Lukman	0	0	0	0	0	0	0	2	5	2	5	0	14	23,33		
6	Ivo Aditya	5	2	0	4	5	0	5	5	5	5	0	5	41	68,33		
7	Saiful Ihzan	5	0	2	5	2	0	5	5	5	5	4	0,5	38,5	64,17		
8	Muhammad Ikhsan Haeruddin	5	0	0	0	5	0	5	3	0	5	0	5	28	46,67		
9	Muhammad Afiq S. Mappiara	5	5	4	4	5	5	5	5	5	5	5	5	58	96,67		
10	M. Revanza	5	0	0	5	5	0	5	5	5	5	0	5	40	66,67		
11	Nurikhlas Nurpa Gunawan	5	0	1	5	5	0	5	5	5	5	0	5	41	68,33		
12	Nurul Fadhilah Yusran	0	3,5	5	4	5	1	5	5	5	5	1,5	4	44	73,33		
13	Tizania Putri Langithari	5	5	4	4	5	3,5	5	5	5	5	4	4	54,5	90,83		
14	Zsa Zsa Nurfajriah	5	5	5	5	5	5	5	5	5	5	5	5	60	100,00		
15	Chelsea Tambun	5	5	4,5	5	5	4	5	5	5	5	5	4	57,5	95,83		
16	Fatika Rizky	5	5	0,5	5	5	4	5	5	5	5	5	4,5	54	90,00		
17	Sri Rezky Wahyuni	5	5	5	5	5	4	5	5	5	5	4,5	4	57,5	95,83		
18	Andi Azizah Amsir	0	3,5	5	4	0	0	4	5	5	5	4	4	39,5	65,83		

19	Hicha Silalahi	5	3,5	3	5	5	5	4	5	5	5	5	5	55,5	92,50
20	A. Zhafirah	0	0,5	2	5	5	1,5	2,5	5	5	0	5	3	34,5	57,50
21	Nurul Afni Auliah Majid	5	2,5	1	5	5	0	5	5	5	0	5	3	41,5	69,17
22	Farakhnas Dwi Utari	5	0	1	0	5	0	5	5	5	5	2,5	1	34,5	57,50
23	Sarwaningsi	5	0	3	5	0	0	5	5	3	5	5	4,5	40,5	67,50
24	Putri Aulia Khairunnisa	5	3,5	3,5	5	5	2,5	5	5	3	5	1,5	3,5	47,5	79,17
25	Siti Nurul Nisa	5	5	4	5	5	5	5	5	5	5	5	4	58	96,67
26	Amirah Putri Nabillah	5	2,5	5	5	2,5	1,5	4	5	5	0	3,5	3	42	70,00
27	Yesika Martrida Tinambunan	5	0	4,5	5	0	3,5	5	5	5	5	5	4,5	47,5	79,17
28	Andi Salwa Salsabila Irwan	5	2,5	5	5	5	3,5	5	5	5	5	0,5	4,5	51	85,00
		110	69	83	113	113	55	128	132	126	122	95	108	1253,5	2089,17

THE RESULT OF THE SECOND CYCLE TEST

No.	Nama	Item															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total	Score
		0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-70	
1	Khuzair Alfarizi M	5	3	5	5	3,5	5	5	5	5	5	5	5	5	5	66,5	95,0
2	Muh. Dikram Fahrezi D	5	3	5	5	4	1	3,5	5	5	5	5	5	3,5	1	56	80,0
3	Dzul Jaelali Wal Ikram	5	0	3	5	5	5	3,5	0	3	0	3	5	5	1	43,5	62,1
4	Muh. Alief al Ghany	5	5	5	4	5	1	3,5	4	5	5	5	3	4	1	55,5	79,3
5	Muh. Farhan Lukman	5	5	2	4	5	0	3,5	4	0	5	5	2	3,5	1	45	64,3
6	Ivo Aditya	5	0	0	4	5	5	5	5	5	5	5	5	5	3	57	81,4
7	Saiful Ihzan	5	0	0	4	3,5	4	1,5	4	5	5	5	0	2,5	0	39,5	56,4
8	Muhammad Ikhsan Haeruddin	5	0	1	4	5	5	2	0	3	0	3	0	3,5	0,5	32	45,7
9	Muhammad Afiq S. Mappiara	5	3	4	5	5	5	5	5	5	5	5	5	3,5	3,5	64	91,4
10	M. Revanza	5	0	0	4	5	5	2,5	5	5	5	5	5	1	3,5	51	72,9
11	Nurikhlas Nurpa Gunawan	5	0	3	5	5	3	1,5	4	5	5	5	0	3	0	44,5	63,6
12	Nurul Fadhilah Yusran	5	5	5	5	5	5	5	5	5	5	5	5	4	5	69	98,6
13	Tizania Putri Langithari	5	5	4,5	4	5	1	3,5	4	5	5	5	5	4	1	57	81,4
14	Zsa Zsa Nurfajriah	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	100,0
15	Chelsea Tambun	5	5	5	5	5	5	5	5	5	5	5	5	3,5	5	68,5	97,9
16	Fatika Rizky	5	4	5	5	5	5	5	5	5	5	5	5	4,5	5	68,5	97,9
17	Sri Rezky Wahyuni	5	5	5	5	4	4	5	5	5	5	5	5	4	2,5	64,5	92,1
18	Andi Azizah Amsir	5	5	5	5	0	5	3	5	5	5	5	2	3	2	55	78,6
19	Hicha Silalahi	5	4	5		5	5	5	5	5	5	5	5	4	5	63	90,0
20	A. Zhafirah	5	1	1	5	5	5	5	5	5	5	0	5	4	4,5	55,5	79,3

21	Nurul Afni Auliah Majid	5	1	1	5	5	5	5	5	5	5		5	4	4,5	55,5	79,3
22	Farakhnas Dwi Utari	5	0	4,5	0	0	1	4,5	5	5	5	5	5	1,5	3,5	45	64,3
23	Sarwaningsi	5	0	3,5	5	5	5	3,5	5	5	4	5	0	4	5	55	78,6
24	Putri Aulia Khairunnisa	5	5	5	5	5	5	4,5	5	5	3	5	5	3,5	5	66	94,3
25	Siti Nurul Nisa	5	5	5	5	5	5	5	5	5	5	5	5	4	3,5	67,5	96,4
26	Amirah Putri Nabillah	5	1	1	5	5	5	4,5	5	5	5	0	5	4	5	55,5	79,3
27	Yesika Martrida Tinambunan	5	3	3,5	3	5	5	6	5	5	5	5	2	4,5	5	62	88,6
28	Andi Salwa Salsabila Irwan	5	5	5	4	5	1	3,5	4	5	5	5	5	4	1	57,5	82,2
		140	78	97	120	125	111	115	124	131	127	121	109	105	87		2188,6



APPENDIX IX

TABLE RESULT OF OBSERVATION GUIDELINES FIRST CYCLE

No.	Respondents	Students' Activites					
		1	2	3	4	5	6
1	Respondent 1	√	√	√	√		
2	Respondent 2	√		√	√	√	√
3	Respondent 3	√		√	√	√	√
4	Respondent 4	√		√	√	√	√
5	Respondent 5				√	√	√
6	Respondent 6	√			√	√	√
7	Respondent 7		√	√	√	√	
8	Respondent 8	√	√				
9	Respondent 9						√
10	Respondent 10	√	√		√	√	√
11	Respondent 11					√	√
12	Respondent 12	√		√	√	√	√
13	Respondent 13	√	√	√	√	√	√
14	Respondent 14	√	√	√	√		√
15	Respondent 15			√	√		
16	Respondent 16	√		√	√	√	√
17	Respondent 17		√			√	√
18	Respondent 18		√		√		√
19	Respondent 19	√			√		√
20	Respondent 20	√	√	√	√		√
21	Respondent 21	√	√				√
22	Respondent 22		√		√		√
23	Respondent 23		√		√		√
24	Respondent 24	√			√	√	√
25	Respondent 25	√			√	√	
26	Respondent 26	√	√		√		√
27	Respondent 27	√		√		√	√
28	Respondent 28	√		√			√
TOTAL		19	13	13	21	15	23
PERCENTAGE		68	46	46	75	54	82

APPENDIX X

**TABLE RESULT OF OBSERVATION
GUIDELINES SECOND CYCLE**

No.	Respondents	Students' Activites					
		1	2	3	4	5	6
1	Respondent 1	√	√	√	√	√	√
2	Respondent 2	√	√	√	√	√	√
3	Respondent 3	√	√	√	√	√	√
4	Respondent 4	√	√	√	√		√
5	Respondent 5	√	√		√	√	
6	Respondent 6	√			√	√	√
7	Respondent 7	√			√	√	√
8	Respondent 8				√	√	√
9	Respondent 9	√	√		√	√	√
10	Respondent 10	√	√	√	√	√	√
11	Respondent 11	√		√	√	√	
12	Respondent 12	√	√	√	√	√	√
13	Respondent 13	√	√		√	√	√
14	Respondent 14	√	√		√		√
15	Respondent 15	√		√	√	√	√
16	Respondent 16	√	√	√	√	√	√
17	Respondent 17		√	√	√	√	√
18	Respondent 18			√	√	√	√
19	Respondent 19	√			√		√
20	Respondent 20	√	√	√	√	√	√
21	Respondent 21	√	√	√	√	√	√
22	Respondent 22	√	√	√	√	√	√
23	Respondent 23	√			√	√	√
24	Respondent 24	√	√		√	√	√
25	Respondent 25	√	√		√		√
26	Respondent 26	√	√			√	√
27	Respondent 27	√	√	√	√	√	√
28	Respondent 28	√	√	√		√	√
TOTAL		25	20	16	26	24	26
PERCENTAGE		89	57	71	93	86	93

APPENDIX XI

GUIDELINE OF OBSERVATION

It is one of the instruments in this research. The aims of this instrument are to know the students' activities during the teaching and learning process, and to know the activeness of cooperative learning in improving the students' ability and overcoming the students' problems in analyzing sentences of reading text.

There are some aspects will be observed during the teaching and learning process. They are:

7. Students participate toward teacher's explanation
8. Students activity in making a note from teacher explanation
9. Students ask questions to the teacher to clarify understanding
10. The students are enthusiastic in responding teacher's questions
11. The students answer teacher's question
12. The students are enthusiastic doing and complete the written test

No.	Indicators	None (0%)	A few (20%)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Score
1	Students participate toward teacher's explanation						
2	Students activity in making a note from teacher explanation						
3	Students ask questions to the teacher to clarify understanding						
4	The students are enthusiastic in responding teacher's questions						
5	The students answer teacher's question						
6	The students are enthusiastic doing and complete the test						
	Total						
	Persentase						
	Category						

APPENDIX XII

QUESTIONNAIRE Instrument penelitian

A. Identitas diri

Nama :

Umur :

B. Petunjuk Pengisian

Isilah pertanyaan berikut sesuai dengan keadaan yang sesungguhnya!

1. Menurut Anda, apakah kegiatan *Mind Mapping* yang telah dilakukan menarik?

.....
.....

2. Apa yang membuat kegiatan *Mind Mapping* menarik?

.....
.....

3. Menurut Anda, apakah kegiatan *Mind Mapping* membuat anda lebih termotivasi untuk belajar Bahasa Inggris?

.....
.....

4. Menurut Anda, apakah kegiatan *Mind Mapping* membuat kepercayaan diri Anda meningkat?.

.....
.....

5. Menurut Anda, apakah kegiatan *Mind Mapping* dapat meningkatkan pemahaman Anda dalam mempelajari teks-teks bahasa Inggris?

.....
.....

6. Menurut Anda, apakah kegiatan *Mind Mapping* sulit?

.....
.....

7. Apakah yang membuat kegiatan *Mind Mapping* sulit bagi Anda?

.....
.....

8. Menurut Anda, apakah kegiatan *Mind Mapping* dapat membantu Anda lebih aktif didalam kelas?

.....
.....

9. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *Mind Mapping* lebih mudah dimengerti?

.....
.....

10. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik yang sama selama mengajar ?

.....
.....

11. Dengan cara seperti apa guru Bahasa Inggris Anda mengajarkan teks dalam Bahasa Inggris?

.....

12. Menurut Anda, teknik mana yang lebih efektif untuk meningkatkan kemampuan pemahaman Anda?

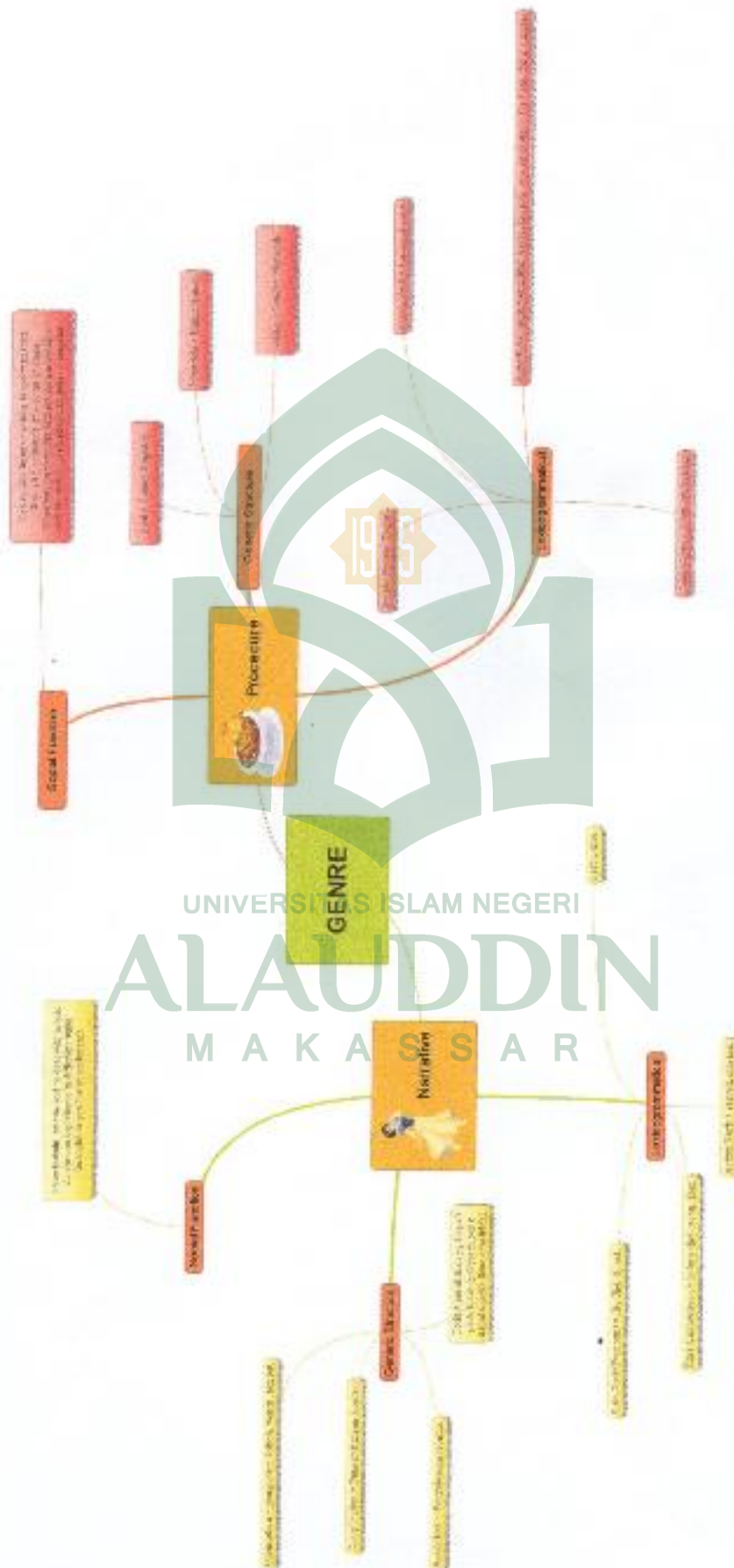
.....

--Terima Kasih--



DOCUMENTATION





CURRICULUM VITAE



Nur Faidah Djahuddin was born on May 12th 1992 in Ujung Pandang, South Sulawesi. She has a sisters. She is the last children from father, H. Djahuddin Sita, S.E. and her mother, Hj. Sitti Halidjah.

The Researcher began her first education in Kindergarten. TK Kemala Bhayangkari and graduated in 1998. She continued her formal education in SDN 28 Tumampuan II, Pangkep Regency and graduated in 2004. He continued her study in SMPN 2 Pangkajene and graduated in 2007. Then she continued her study in SMA Negeri 1 Pangkajene and graduated in 2010.

In following years, she continued her study at State Islamic University (UIN) Alauddin Makassar. She was majoring in English Education Department in Tarbiyah and Teaching Science Faculty. Now, she has been finishing her study there and finishing her final project with the title: *The Implementation of Mind Mapping Technique to Increase Students' Understanding on Genres (English Text Types) at The Nine Grade of SMPN 2 Pangkajene.*

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